
**TERMS AND CONDITIONS
OF CONTRACT**

DATED: JUNE 19, 2011

ISSUED BY

**THE GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES
(AUTHORIZING BODY)**

TO

**VANDERBILT CHARTER ACADEMY
(A SCHOOL OF EXCELLENCE)**

**CONFIRMING THE STATUS OF
VANDERBILT CHARTER ACADEMY**

AS A

SCHOOL OF EXCELLENCE

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Contract to Charter A School Of Excellence

Pursuant to Part 6e of the Revised School Code ("Code"), being Sections 380.551 to 380.561 of the Michigan Compiled Laws, the Grand Valley State University Board of Trustees ("University Board") authorizes Vanderbilt Charter Academy (the "Academy") to operate a School of Excellence, as defined below. The Parties agree that the issuance of this Contract is subject to the following Terms and Conditions:

ARTICLE I

DEFINITIONS

Section 1.1. Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever capitalized, shall have the meaning set forth in this section:

- a) **Academy** means the Michigan non-profit corporation authorized by this Contract.
- b) **Academy Board** means the Board of Directors of the Academy authorized by this Contract. **Academy Board member** or **Academy Director** means an individual who is a member of the Academy Board, whether in the past, present or future.
- c) **Applicable Law** means all state and federal law applicable to School of Excellence.
- d) **Applicant** means the person or entity that submitted the School of Excellence application to the University for the establishment of the Academy.
- e) **Application** means the School of Excellence application and other documentation submitted to the University for the establishment of a School of Excellence.
- f) **Authorizing Resolution** means the resolution(s) adopted by the University Board that, among other things, approves the issuing of a Contract to the Academy to operate a School of Excellence.
- g) **Code** means the Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1852 of the Michigan Compiled Laws.
- h) **Contract** means, in addition to the definition set forth in the Code, the Terms and Conditions and the Schedules.
- i) **Cyber School** mean a cyber school as defined in Part 6e of the Code.

- j) **Educational Management Organization** means a person or entity that meets the definition of an Educational Management Organization in Part 6e of the Code, including the entity that has entered, or entities that may in the future enter, into an agreement with the Academy.
- k) **Fund Balance Deficit** means the Academy has more liabilities than assets at the end of any given school fiscal year, and includes any fiscal year where the Academy would have had a budget deficit but for a financial borrowing from, or monetary contribution by an Educational Management Organization or other person or entity to the Academy. If the Academy receives a gift or grant of money or financial support from an Educational Management Company or other person or entity that does not require repayment by the Academy, and is not conditioned upon the actions or inactions of the Academy Board, then such gift or grant shall not constitute a financial borrowing or contribution for purposes of determining a Fund Balance Deficit.
- l) **Master Calendar of Reporting Requirements (MCRR)** means the compliance certification duties required of the Academy by the University Board. The University Board may amend the MCRR each fiscal year or at such other times as deemed appropriate by the University President. These changes shall be automatically incorporated into the Contract and shall be exempt from the Contract amendment procedures under Article IX of these Terms and Conditions.
- m) **Method of Selection Resolution** means the resolution adopted by the University Board providing for the method of selection, length of term, number of Academy Board members, qualification of Board Academy members and other pertinent provisions related to the Academy Board.
- n) **Schedules** mean the schedules incorporated into and part of the Terms and Conditions.
- o) **Terms and Conditions** means this document.
- p) **University** means Grand Valley State University established pursuant to Article VIII, Sections 4 and 6 of the Michigan Constitution of 1963 and MCL 390.841 *et seq.*
- q) **University Board** means the Grand Valley State University Board of Trustees.
- r) **University Charter Schools Hearing Panel or Hearing Panel** means such person(s) as designated by the University President.
- s) **University Charter Schools Office or CSO** means the office the University Board, by issuance of this Contract, hereby designates as the point of contact for School of Excellence applicants and Schools of Excellence authorized by the University Board. The University Charter Schools Office is also

responsible for managing, implementing, and overseeing the University Board's responsibilities with respect to the Contract.

- t) **University Charter Schools Office Director** or **CSO Director** means the person designated by the University President to administer the operations of the University Charter Schools Office.
- u) **University President** means the President of Grand Valley State University or his or her designee.

Section 1.2. Schedules. All Schedules to this Contract are part of this Contract.

Section 1.3. Statutory Definitions. Statutory terms defined in the Code shall have the same meaning in this Contract.

Section 1.4. Application. The Application submitted to the University Board for the establishment of the Academy is incorporated into, and made part of, this Contract. In the event that there is an inconsistency or dispute between materials in the Application and the Contract, the language or provisions in the Contract shall control.

Section 1.5. Conflicting Contract Provisions. In the event that there is a conflict between language contained in the provisions of this Contract, the Contract shall be interpreted as follows: (i) the Method of Selection Resolution shall control over any other conflicting language in the Contract; (ii) the Authorizing Resolution shall control over any other conflicting language in the Contract with the exception of language in the Method of Selection Resolution; (iii) the Terms and Conditions shall control over any other conflicting language in the Contract with the exception of language in the Method of Selection Resolution and the Authorizing Resolution; and (iv) the Restated Articles of Incorporation shall control over any other conflicting language in the Contract with the exception of language in the Method of Selection Resolution, Authorizing Resolution and these Terms and Conditions.

ARTICLE II

ROLE OF GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES AS AUTHORIZING BODY

Section 2.1. University Board Resolutions. For purposes of this Contract, the University Board has adopted the following resolutions:

(a) Method of Selection Resolution. The University Board has adopted the Method of Selection Resolution which is incorporated into this Contract as part of Schedule 1. At anytime and at its sole discretion, the University Board may amend the Method of Selection. Upon University Board approval, changes to the Method of Selection Resolution shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of the Terms and Conditions.

(b) Authorizing Resolutions. The University Board has adopted the Authorizing Resolution which is incorporated into this Contract as part of Schedule 1.

Section 2.2. Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes. The University Board has the responsibility to oversee the Academy's compliance with the Contract and all Applicable Law. The Academy shall perform the compliance certification duties required by the University Board as outlined in the Contract and MCRR incorporated into this Contract as Schedule 5. Additionally, the Academy shall be responsible for the following:

- a) The Academy shall provide the Charter Schools Office with copies of reports and assessments concerning the educational outcomes achieved by pupils attending the Academy and shall provide necessary approvals for the Charter Schools Office to access electronic information received or stored by the State of Michigan including, but not limited to, the Department of Education or other agency authorized by the State to collect school data.
- b) In the event that the University President determines that the Academy's educational outcomes should be reviewed to help determine if the Academy is meeting the educational goals set forth in the Schedules, the University President, at his or her discretion, may require an objective evaluation of student performances by an educational consultant, acceptable to both the Academy and the University President. The Academy shall pay for the expense of the evaluation. In addition, at any time, the University President may require an evaluation of student performance to be selected by and at the expense of the University. The Academy shall cooperate with the evaluation, including any student testing required.
- c) The Academy shall submit audited financial statements, including auditor's management letters and any exceptions noted by the auditors, to the University Charter Schools Office. The financial statements and auditor's management letters shall be submitted to the University Charter Schools Office within ninety (90) days after the end of the Academy's fiscal year.
- d) The Academy shall provide the University Charter Schools Office with a copy of the proposed annual budget for the upcoming fiscal year of the Academy no later than July 1st. The Academy Board is responsible for establishing, approving and amending the annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 *et seq.*, and for providing all amendments and revisions to the University Charter Schools Office following Academy Board approval.
- e) The Academy shall provide to the University Charter Schools Office minutes of all Academy Board meetings no later than fourteen (14) days after such meeting.
- f) Within ten (10) days of receipt, the Academy shall notify the University Charter Schools Office of correspondence received from the Department of Education or State Board of Education that requires a written or formal response.

- g) Within ten (10) days of receipt, the Academy shall report to the University Charter Schools Office and the University Counsel Office any litigation or formal proceedings alleging violation of Applicable Law or contractual agreement against the Academy, its officers, employees, agents, and/or contractors.
- h) The Academy shall permit review of the Academy's records and inspection of its premises at any time by representatives of the University. Normally, such inspections shall occur during the Academy's hours of operation and after advance notice to the Academy.

Section 2.3. University Board Administrative Fee. During the term of this Contract, the Academy shall pay the University Board an administrative fee of 3% of the state school aid payments received by the Academy. This fee shall be retained by the University Board from each state school aid payment received by the University Board for forwarding to the Academy. This fee shall compensate the University Board for issuing the Contract and overseeing the Academy's compliance with the Contract and all Applicable Law.

Section 2.4. University Board as Fiscal Agent for the Academy. The University Board is the fiscal agent for the Academy. The University Board shall, within three (3) business days, forward to the Academy all state school aid funds or other public or private funds received by the University Board for the benefit of the Academy. The University Board shall retain any amount owed to the University Board by the Academy pursuant to this Contract. For purposes of this section, the responsibilities of the University Board, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule 4.

Section 2.5. Authorization of Employment. The Academy may employ or contract with personnel. If the Academy contracts for personnel with an Educational Management Organization, the Academy shall submit a draft of the proposed agreement to the University Charter Schools Office for review. The University Charter Schools Office may disapprove the proposed agreement if it contains provisions in violation of this Contract or Applicable Law. No educational management agreement shall be effective unless and until the agreement complies with Section 11.11 of these Terms and Conditions. With respect to Academy employees, the Academy shall have the power and responsibility to (i) select and engage employees; (ii) pay their wages; (iii) dismiss employees; and (iv) control the employees' conduct, including the method by which the employee carries out his or her work. An employee hired by the Academy shall be an employee of the Academy for all purposes and not an employee of the University for any purpose. The Academy shall be responsible for carrying worker's compensation insurance and unemployment insurance for its employees.

Section 2.6. Financial Obligations of the Academy are Separate from the State of Michigan, University Board and the University. Any contract, mortgage, loan or other instrument of indebtedness entered into by the Academy and a third party shall not in any way constitute an obligation, either general, special, or moral, of the State of Michigan, the University Board, or the University. Neither the full faith and credit nor the taxing power of the State of Michigan or any agency of the State, nor the full faith and credit of the University Board or the University shall ever be assigned or pledged for the payment of any Academy contract, agreement, note, mortgage, loan or other instrument of indebtedness.

Section 2.7. Academy Has No Power To Obligate or Bind State of Michigan, University Board or the University. The Academy has no authority whatsoever to enter into any contract or other agreement that would financially obligate the State of Michigan, University Board or the University, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties, that the State of Michigan, University Board or the University in any way guarantee, are financially obligated, or are in any way responsible for any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy.

ARTICLE III

REQUIREMENT THAT ACADEMY ACT SOLELY AS GOVERNMENTAL AGENCY OR ENTITY AND POLITICAL SUBDIVISION

Section 3.1. Governmental Agency or Entity and Political Subdivision. The Academy shall act exclusively as a governmental agency or entity and political subdivision.

Section 3.2. Other Permitted Activities. Nothing in this Contract shall prohibit the Academy from engaging in other lawful activities that are not in derogation of the Academy's status as a public school or that would not jeopardize the eligibility of the Academy for state school aid funds. Subject to Section 2.5 and Section 6.15 of the Terms and Conditions, the Academy may enter into agreements with other public schools, public school academies, governmental units, businesses, community and nonprofit organizations where such agreements contribute to the effectiveness of the Academy or advance education in this state.

ARTICLE IV

PURPOSE

Section 4.1. Academy's Purpose. The Academy Board shall identify the purpose or mission of the Academy. Any subsequent change to a School's purpose or mission shall be carried out by amendment in accordance with Article IX of these Terms and Conditions. The Academy's stated purpose or mission shall be set forth in the Schedules.

ARTICLE V

CORPORATE STRUCTURE OF THE ACADEMY

Section 5.1. Articles of Incorporation. Unless amended pursuant to Section 9.2 of Article IX herein, the Restated Articles of Incorporation of the Academy, as set forth in Schedule 2, shall be the Articles of Incorporation of the Academy. The Academy Board represents to the University Board that Schedule 2 includes all amendments to the Academy's Articles of Incorporation as of the date set forth above.

Section 5.2. Bylaws. Unless amended pursuant to Section 9.3 of Article IX herein, the Revised Bylaws of the Academy, as set forth in Schedule 3, shall be the Bylaws of the Academy. The Academy Board represents to the University Board that Schedule 3 includes all amendments to the Academy's Bylaws as of the date set forth above.

ARTICLE VI

OPERATING REQUIREMENTS

Section 6.1. Governance Structure. The Academy shall be organized and administered under the direction of the Academy Board and pursuant to the governance structure as set forth in its Bylaws. The Academy's Board of Directors shall meet at least six times per fiscal year, unless another schedule is mutually agreed upon by the University President and the Academy.

Section 6.2. Contributions and Fund Raising. The Academy may solicit and receive contributions and donations as permitted by law. No solicitation shall indicate that a contribution to the Academy is for the benefit of the University. The University shall not be required to receive any contributions or donations for the benefit of the Academy. If the University receives contributions or donations for the benefit of the Academy, it shall forward such funds to the Academy within three (3) business days of receipt.

Section 6.3. Educational Goals and Programs. The Academy shall pursue the educational goals and programs identified and contained in the Schedules. Such goals and programs may be amended pursuant to Section 9.1 of Article IX of the Terms and Conditions.

Section 6.4. Curriculum. The Academy shall have flexibility in developing, realigning, and implementing the curriculum identified in the Schedules. Any changes to the curricula shall be administered pursuant to Section 9.1 of Article IX of the Terms and Conditions, and such proposed curricula shall be designed to achieve the Academy's overall educational goals and State's educational assessment objectives.

Section 6.5. Methods of Accountability. In addition to those set forth in this Section 6.5, the Academy shall evaluate its pupils' work based on the assessment strategies identified in the Schedules. The Academy shall provide the University Charter Schools Office with copies of reports, assessments and test results concerning the following:

- a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the University Charter Schools Office;
- b) an assessment of the Academy's student performance at the end of each academic school year or at such other times as the University Board may reasonably request;
- c) an annual education report in accordance with the Code;
- d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration or a program of testing approved by the University Charter Schools Office Director; and
- e) all tests required under Applicable Law.

The University Board may use such reports, assessments and test results in making its decision to suspend, terminate, not issue a new contract at the end of the Contract or revoke the Contract.

Section 6.6. Staff Responsibilities. Subject to Section 2.5 of Article II of the Terms and Conditions, the University Board authorizes the Academy to employ or contract with an Educational Management Organization. A copy of the Management Agreement shall be included in the Schedules.

Section 6.7. Admission Policy. The Academy shall comply with all application, enrollment and admissions policies and criteria required by Applicable Law. A copy of the Academy's admission policies and criteria are set forth in the Schedules.

Section 6.8. School Calendar/School Day Schedule. The Academy shall comply with all minimum standards governing the length of the school term, minimum number of days and hours of instruction required by Applicable Law. The Academy agrees to make available to the CSO Office a copy of the School Calendar/School Day Schedule for each School no later than July 1st. A copy of the School Calendar/School Day Schedule shall be automatically incorporated into the Schedules, without the need for an amendment under Article IX of the Terms and Conditions.

Section 6.9. Age/Grade Range of Pupils Enrolled. The Academy is authorized to operate a Kindergarten through Eighth (K-8) School of Excellence. In addition to grade levels currently operated, the Academy shall work toward operating all of grades 9 to 12 within six (6) years after issuance of this Contract, unless the Academy has entered into a matriculation agreement with another public school that provides grades 9 to 12. The Academy may add additional programs in the future, pursuant to Section 9.1 of Article IX of the Terms and Conditions:

Section 6.10. Annual Financial Audit. The Academy shall conduct an annual financial audit prepared and reviewed by an independent certified public accountant in accordance with generally accepted governmental auditing principles.

Section 6.11. Address and Description of Proposed Site(s). The proposed address and physical plant description of the Academy's proposed site or sites is set forth in the Schedules. For purposes of this Contract, the Academy shall be in violation of the site requirements set forth in this Contract if the Academy operates at a site or sites without first obtaining the written authorization of the University Board. Following Academy Board and University Board approval, proposed changes to the address and description of any site or sites shall be incorporated into this Contract by amendment.

Section 6.12. Accounting Standards. The Academy shall at all times comply with generally accepted public sector accounting principles.

Section 6.13. Placement of University Student Interns. The Academy may be a placement site for University students who are in education or other pre-professionals in training to serve in public schools. Such placement shall be without charge to the University and subject to other terms and conditions as the Academy and the University agree.

Section 6.14. Disqualified Organizational or Contractual Affiliations. The Academy shall comply with all state and federal law applicable to public schools concerning church-state issues. To the extent disqualified under the state or federal constitutions, the Academy shall not

be organized by a church or other religious organization and shall not have any organizational or contractual affiliation with or constitute a church or other religious organization. Nothing in this Section shall be deemed to diminish or enlarge the civil and political rights, privileges and capacities of any person on account of his or her religious belief.

Section 6.15. Matriculation Agreements. Before the Academy Board approves a matriculation agreement with another public school, the Academy shall provide a draft copy of the agreement to the University Charter Schools Office for review. Any matriculation agreement entered into by the Academy shall be added to the Schedules through a contract amendment approved in accordance with the Contract. Until the matriculation agreement is incorporated into the Contract, the Academy is prohibited from granting an enrollment priority to any student pursuant to that matriculation agreement.

ARTICLE VII

TUITION PROHIBITED

Section 7.1. Tuition Prohibited; Fees and Expenses. The Academy shall not charge tuition. The Academy may impose fees and require payment of expenses for activities of the Academy where such fees and payments are not prohibited by law.

ARTICLE VIII

COMPLIANCE WITH PART 6E OF THE CODE AND OTHER LAWS

Section 8.1. Compliance with Part 6e of the Code. The Academy shall comply with Part 6e and other parts of the Code that apply to Schools of Excellence. With the exception of Part 6a of the Code, the Academy shall comply with other provisions of the Code applicable to public school academies.

Section 8.2. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, the Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended from time to time. The Academy may expend funds from the State School Aid Act for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

Section 8.3. Open Meetings Act. The Academy Board shall conduct all of its meetings in accordance with the Michigan Open Meetings Act, Act No. 267 of the Public Acts of 1976, as amended, being Sections 15.261 to 15.275 of the Michigan Compiled Laws.

Section 8.4. Freedom of Information Act. The records of the Academy shall be records subject to the provisions of the Michigan Freedom of Information Act ("FOIA"), Act No. 442 of the Public Acts of 1976, as amended, being Sections 15.231 to 15.246 of the Michigan Compiled Laws. The Academy Board shall designate a freedom of information coordinator to assure compliance with FOIA and other applicable law providing for public disclosure or for protection of privacy.

Section 8.5. Public Employees Relation Act. The Academy shall comply with Act No. 336 of the Public Acts of 1947, being Sections 423.201 to 423.217 of the Michigan Compiled Laws. Organizational efforts and collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 8.6. Prevailing Wage on State Contracts. The Academy shall comply with the Prevailing Wage on State Contracts statute, Act No. 166 of the Public Acts of 1965, being Sections 408.551 to 408.558 of the Michigan Compiled Laws.

Section 8.7. Uniform Budgeting and Accounting Act. The Academy shall comply with the Uniform Budgeting and Accounting Act, Act No. 2 of the Public Acts of 1968, being MCL 141.421 to 141.440a.

Section 8.8. Revised Municipal Finance Act of 2001. With respect to the Academy's borrowing money and issuance of bonds, the Academy shall comply with Part VI of the Revised Municipal Finance Act of 2001, Act No. 34 of the Public Acts of 2001, being MCL 141.2601 to 141.2613 of the Michigan Compiled Laws.

Section 8.9. Non-discrimination. The Academy shall be separately responsible for compliance with applicable laws pertaining to equal opportunity and anti-discrimination laws such as the Elliott-Larsen Civil Rights Act, Act No. 453 of the Public Acts of 1976, as amended, being MCL 37.2101 to 37.2804, the Michigan Handicappers' Civil Rights Act, Act No. 22 of the Public Acts of 1976, as amended, being MCL 37.1101 to 37.1607, and Subtitle A of Title II of the Americans with Disabilities Act of 1990, Public Law 101-336, 42 USC & 12101 *et seq.* or any successor law.

Section 8.10. Other State Laws. The Academy shall comply with other state laws which are applicable to Schools of Excellence. Nothing in this Contract shall be deemed to apply any other state law to the Academy.

Section 8.11. Federal Laws. The Academy shall comply with federal laws which are applicable to Schools of Excellence. Nothing in this Contract shall be deemed to apply any other federal law to the Academy.

ARTICLE IX

AMENDMENT

Section 9.1. Process for Amending the Contract. Either party may propose changes in this Contract or may propose a meeting to discuss potential revision of this Contract. Except as provided in Sections 2.1, 5.1 and 6.11, the University Board delegates to its University President the review and approval of changes or amendments to this Contract. The Academy Board may delegate the same authority to the Academy Board President. The Contract shall be amended upon agreement and approval of the respective authorized designees.

Section 9.2. Process for Amending Academy Articles of Incorporation. The Academy Board, or any authorized designee of the Academy Board, may propose changes to the Academy's Restated Articles of Incorporation. The Academy shall be authorized to make such

changes to its Articles upon a majority vote of the University Board members attending a University Board meeting. Upon University Board approval, the Academy Board's authorized designee is authorized to file the amendment to the Academy's Restated Articles of Incorporation with the Michigan Department of Labor and Economic Growth, Bureau of Commercial Services. Upon receipt of the filed amendment, the Academy shall forward the filed amendment to the University Charter Schools Office. The filed amendment shall be automatically incorporated into Schedule 2 of this Contract upon receipt of the amendment by the University Charter Schools Office. If the University identifies a provision in the Restated Articles of Incorporation that violates or conflicts with this Contract, due to a change in law or for other reasons, after approval has been given, it shall notify the Academy Board in writing and the Academy Board shall amend the Restated Articles of Incorporation to make them consistent with the Contract. If the change is requested by the University, the University shall reimburse the Academy for the filing fees payable to the Michigan Department of Labor and Economic Growth.

Section 9.3. Process for Amending Academy Bylaws. The Academy Board shall submit proposed Bylaw changes to the Charter Schools Office, for review and comment, at least thirty (30) days prior to Academy Board adoption. The Academy's Revised Bylaws, and any subsequent or proposed changes to the Academy's Revised Bylaws, shall not violate or conflict with the Contract. If at any time the University identifies a provision in the Academy Board's Revised Bylaws that violates or conflicts with Applicable Law or this Contract, that provision of the Academy Board's Revised Bylaws shall be automatically void and the Academy Board shall amend the identified provision to be consistent with Applicable Law and the Contract. The amendment shall be automatically incorporated into Schedule 3 of the Contract upon receipt by the University Charter Schools Office of a duly authorized Academy Board Bylaw change made in accordance with this Section 9.3.

ARTICLE X

TERMINATION, SUSPENSION AND REVOCATION

Section 10.1. Grounds and Procedures for Academy Termination of Contract. At anytime and for any reason, the Academy Board may terminate this Contract. The Academy Board shall notify the CSO Director in writing of the request for the termination of the Contract not less than ten (10) calendar months in advance of the effective date of termination. The University Board, in its sole discretion, may waive the ten (10) month requirement. A copy of the Academy Board's resolution approving the Contract termination, including a summary of the reasons for terminating the Contract, shall be included with the written termination request.

Section 10.2. Termination by University Board. The University Board may terminate this Contract before the end of the Contract Term as follows:

(a) Termination Without Cause. Except as otherwise provided in subsections (b) or (c), the University Board, in its sole discretion, reserves the right to terminate this Contract before the end of the Contract Term for any reason provided that such termination shall not take place less than ten (10) calendar months from the date of the University Board's resolution approving such termination. The Charter Schools Office shall provide notice of the termination to the

Academy. If during the period between the University Board's action to terminate and the effective date of termination, the Academy has violated the Contract or Applicable Law, the University Board may elect to initiate suspension or revocation of the Contract as set forth in this Article X.

(b) Termination Caused by Change in Applicable Law. Following issuance of this Contract, if there is a change in Applicable Law that the University Board, in its sole discretion, determines impairs its rights and obligations under the Contract or requires the University Board to make changes in the Contract that are not in the best interest of the University Board or the University, then the University Board may terminate the Contract at the end of the Academy's school fiscal year in which the University Board's decision to terminate is adopted. For purposes of this section, a change in Applicable Law includes without limitation the following:

(i) the issuance of an order by the Superintendent of Public Instruction, pursuant to section 1280c of the Code, placing the Academy under the supervision of the State School Reform/ Redesign Officer; or

(ii) the development of, or changes to, a redesign plan by the Academy pursuant to Section 1280c of the Code.

(c) Automatic Termination Caused By Placement of Academy in State School Reform / Redesign School District. If the Academy is notified by the State that the Academy will be placed in the State School Reform/ Redesign School District pursuant to Section 1280c of the Code, then the University Board may terminate this Contract at the end of the current school year.

(d) Automatic Termination For Failure to Satisfy Requirements During the Initial Term of Contract. If the Academy fails to satisfy the requirements set forth in Section 12.14 during the initial term of Contract, then this Contract shall automatically terminate on the date set forth in Section 12.14.

The revocation procedures in Section 10.6 shall not apply to a termination of this Contract under this section.

Section 10.3. Contract Suspension. The University Board's process for suspending the Contract is as follows:

- a) University President Action. If the University President determines, in his or her sole discretion, that conditions or circumstances exist that the Academy Board (i) has placed the health or safety of Academy staff and/or students at risk; (ii) is not properly exercising its fiduciary obligations to protect and preserve the Academy's public funds and property; (iii) has lost its right to occupancy of the physical facilities described in Section 6.11, and cannot find another suitable physical facility for the Academy prior to the expiration or termination of its right to occupy its existing physical facilities or (iv) has willfully or intentionally violated this Contract or Applicable Law, the University President may immediately suspend the Contract. If the conditions or circumstances involve an alleged violation of Sections 10.5(e) or (f), the University President is authorized to suspend the Contract immediately pending

completion of the procedures set forth in Section 10.6. Unless otherwise specified in the suspension notice, the Academy shall cease operations on the date on which the suspension notice is issued. A copy of the suspension notice, setting forth the grounds for suspension, shall be sent to the Academy Board and to the Hearing Panel, if applicable. If this subsection is implemented, the notice and hearing procedures set forth in Section 10.6 shall be expedited as much as possible.

- b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a decision by the University President to suspend the Contract, may be retained by the University Board for the Academy until the Contract is reinstated, or shall be returned to the Michigan Department of Treasury.
- c) Immediate Revocation Proceeding. If the Academy Board, after receiving a Suspension Notice from the University President continues to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may immediately convene a Revocation Hearing in accordance with the procedures set forth in Section 10.6(e) of the Terms and Conditions. The Hearing Panel has the authority to accelerate the time line for revoking the Contract, provided that notice of the revocation hearing shall be provided to the University Charter Schools Office and the Academy Board at least five (5) days before the hearing. If the Hearing Panel determines that the Academy Board has continued to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may recommend revocation of the Contract. The University Board shall proceed to consider the Hearing Panel's recommendation in accordance with Section 10.6(f) through (i).

Section 10.4. Statutory Grounds for Revocation. In addition to the grounds for an automatic revocation of the Contract as set forth in Section 10.7, this Contract may also be revoked by the University Board upon a determination by the University Board, pursuant to the procedures set forth in Section 10.6, that one or more the following has occurred:

- a) Failure of the Academy to abide by and meet the educational goals set forth in this Contract;
- b) Failure of the Academy to comply with all Applicable Law;
- c) Failure of the Academy to meet generally accepted public sector accounting principles; or
- d) The existence of one or more other grounds for revocation as specified in this Contract.

Section 10.5. Other Grounds for Revocation. In addition to the statutory grounds for revocation set forth in Section 10.4 and the grounds for an automatic revocation of the Contract set forth in Section 10.7, the University Board may revoke this Contract, pursuant to the procedures set forth in Section 10.6, upon a determination that one or more of the following has occurred:

- a) The Academy is insolvent, has been adjudged bankrupt, or has operated for one or more school fiscal year(s) with a Fund Balance Deficit;
- b) The Academy has insufficient enrollment to successfully operate the Academy, or the Academy has lost more than twenty-five percent (25%) of its student enrollment from the previous school year;
- c) The Academy defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract;
- d) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Labor and Economic Growth, Bureau of Commercial Services without first obtaining University Board approval;
- e) The University discovers grossly negligent, fraudulent or criminal conduct by the Applicant, the Academy's directors, officers, employees or agents in relation to their performance under this Contract;
- f) The Applicant, the Academy's directors, officers or employees have provided false or misleading information or documentation to the University in connection with the University Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law;
- g) The Academy fails to work toward operating all of grades 9 to 12 within 6 years after issuance of this Contract, and has not entered into a matriculation agreement with another public school that provides grades 9 to 12;
- h) The Academy violates the site restrictions set forth in the Contract or the Academy operates at a site or sites without the prior written authorization of the University Board; or
- i) The University Board, its trustees, officers, employees, agents or representatives are not included as third party beneficiaries under any educational management agreement entered into by the Academy for purposes of indemnifying such parties in accordance with Section 11.11 of the Terms and Conditions.

Section 10.6. University Board Procedures for Revoking Contract. The University Board's process for revoking the Contract is as follows:

- a) Notice of Intent to Revoke. The CSO Director or other University representative, upon reasonable belief that such grounds for revocation of the Contract exist, shall notify the Academy Board of such grounds by issuing the Academy Board a Notice of Intent to Revoke for non-compliance with the Contract or Applicable Law. The Notice of Intent to Revoke shall be in writing and shall set forth in sufficient detail the alleged grounds for revocation.

- b) Academy Board's Response. Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the CSO Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response must also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the Academy's response includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the CSO Director prior to a review of the Academy Board's response.
- c) Plan of Correction. Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, whichever is sooner, the CSO Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be formulated. If the CSO Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the CSO Director shall develop a plan for correcting the non-compliance ("Plan of Correction"). In developing a Plan of Correction, the CSO Director is permitted to adopt, modify or reject some or all of the Academy Board's response for correcting the deficiencies outlined in the Notice of Intent to Revoke. The Notice of Intent to Revoke shall be withdrawn if the CSO Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction. In the event the Notice of Intent to Revoke is withdrawn, the CSO Director shall notify the Academy Board, in writing, of such withdrawal.
- d) Plan of Correction Shall Include Conditions to Satisfy University Board's Contract Reconstitution Obligation. As part of the Plan of Correction, the CSO Director shall reconstitute the Academy in an effort to improve student educational performance and to avoid interruption of the educational process. An attempt to improve student educational performance may include, but is not limited to, one of the following actions: (i) cancellation of a contract with an Educational Management Organization; (ii) removal of 1 or more members of the Academy Board members; (ii) termination of at-will board appointments of 1 or more Academy Board members; (iii) withdrawal of Academy's authorization to contract with an Educational Management Company; or (iv) the appointment of a new Academy Board of Directors or a conservator/ trustee to take over operations of the Academy.
- e) Request for Revocation Hearing. The CSO Director or other University Representative may initiate a revocation hearing before the University Charter

Schools Hearing Panel if the CSO Director determines that any of the following has occurred:

- i) the Academy Board has failed to timely respond to the Notice of Intent to Revoke as set forth in Section 10.6(b);
- ii) the Academy Board's response to the Notice of Intent to Revoke is non-responsive;
- iii) the Academy Board's response admits violations of the Contract or Applicable Law which the CSO Director deems cannot be remedied or cannot be remedied in an appropriate period of time, or for which the CSO Director determines that a Plan of Correction cannot be formulated;
- iv) the Academy Board's response contains denials that are not supported by sufficient documentation or other evidence showing compliance with the Contract or Applicable Law;
- v) the Academy Board has not complied with part or all of a Plan of Correction established in Section 10.6(c);
- vi) the Academy Board has engaged in actions that jeopardize the financial or educational integrity of the Academy; or
- vii) the Academy Board has been issued multiple or repeated Notices of Intent to Revoke.

The CSO Director or other University Representative shall send a copy of the Request for Revocation Hearing to the Academy Board at the same time the request is sent to the Hearing Panel. The Request for Revocation Hearing shall identify the reasons for revoking the Contract.

- f) Hearing before University Charter Schools Hearing Panel. Within thirty (30) days of the date of a Request for Revocation Hearing, the Hearing Panel shall convene a revocation hearing. The Hearing Panel shall provide a copy of the Notice of Hearing to the University Charter Schools Office and the Academy Board at least ten (10) days before the hearing. The purpose of the Hearing Panel is to gather facts surrounding the CSO Director's request for Contract revocation, and to make a recommendation to the University Board on whether the Contract should be revoked. The revocation hearing shall be held at a location, date and time as determined by the CSO Director or other University Representative. The hearing shall be transcribed by a court reporter and the cost of the court reporter shall be divided equally between the University and the Academy. The CSO Director or his or her designee, and the Academy Board or its designee, shall each have equal time to make their presentation to the Hearing Panel. Although each party is permitted to submit affidavits and exhibits in support of their positions, the Hearing Panel will not hear testimony from any witnesses for either side. The Hearing Panel, may, however, question the CSO Director and one or more members of the Academy Board. Within thirty (30) days of the Revocation Hearing, the Hearing Panel shall make a recommendation to the University Board concerning the revocation of the Contract. In its discretion, the Hearing Panel may extend any time deadline set forth in this subsection. A copy of the Hearing Panel's recommendation shall be provided to the University Charter

Schools Office and the Academy Board at the same time that the recommendation is sent to the University Board.

- g) University Board Decision. If the Hearing Panel's recommendation is submitted to the University Board at least fourteen (14) days before the University Board's next regular meeting, the University Board shall consider the Hearing Panel's recommendation at its next regular meeting and vote on whether to revoke the Contract. The University Board reserves the right to modify, reject or approve all or any part of the Hearing Panel's recommendation. The University Board shall have available copies of the Hearing Panel's recommendation and the transcript of the hearing. The University Board may waive the fourteen (14) day submission requirement or hold a special board meeting to consider the Hearing Panel's recommendation. A copy of the University Board's decision shall be provided to the University Charter Schools Office, the Academy Board and the Michigan Department of Education.
- h) Effective Date of Revocation. If the University Board votes to revoke the Contract, the revocation shall be effective on the date of the University Board's act of revocation, or at a later date as determined by the University Board, but no later than the last day of the Academy's current academic year.
- i) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, may be held by the University Board and returned to the Michigan Department of Treasury.
- j) Disposition of District Code Number. Notwithstanding any other provision of the Contract, after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, the district code number shall remain under the direction and control of the State Board of Education and/or its designated representative.

Section 10.7. Automatic Revocation by State of Michigan. If the University Board is notified by the Superintendent of Public Instruction that the Academy is subject to closure under Part 6e of the Code ("State's Automatic Closure Notice"), then this Contract shall automatically be revoked at the end of the current school year in which the notice is received without any further action of the University Board or the Academy. The University Board's revocation procedures set forth in Section 10.6 do not apply to an automatic revocation initiated by the State. Following receipt of the State's Automatic Closure Notice, the University Charter Schools Office shall forward a copy of the State's Automatic Closure Notice to the Academy Board and request a meeting with Academy Board representatives to discuss the Academy's plans and procedures for wind-up and dissolution of the Academy corporation at the end of the current school year. All Academy inquiries and requests for reconsideration of the State's Automatic Revocation Notice shall be directed to the Superintendent of Public Instruction, in a form and manner determined by that office or the Michigan Department of Education.

Section 10.8. Material Breach of Contract. The issuance of an order by the Superintendent of Public Instruction, pursuant to section 1280c of the Code, placing the Academy under the supervision of the State School Reform / Redesign Officer, shall constitute a material breach of this Contract. Following the issuance of the order, the University Charter Schools Office shall notify the Academy of the material breach and request a meeting with Academy Board representatives to discuss the matter. To remedy the material breach, the Academy shall work toward the development of a corrective action plan that is acceptable to the University Charter Schools Office. In addition to other matters, the corrective action plan shall include the Academy's redesign plan prepared pursuant to section 1280c of the Code. The development of a corrective action plan under this Section 10.8 shall not in any way limit the rights of the University Board to terminate, suspend or revoke this Contract.

Section 10.9. Appointment of Conservator/Trustee. Notwithstanding any other provision of the Contract, when the University Board determines that conditions or circumstances exist to lead the University Board to believe that the health, safety, educational or economic interest of the Academy or its students is at risk, the University Board may take immediate action against the Academy pending completion of the procedures described in Sections 10.6. The University Board may appoint a conservator/ trustee to manage the day to day operations of the Academy in place of the Academy Board. A conservator/ trustee appointed by the University Board shall have all the powers and authority of the Academy Board under this Contract and Applicable Law. Upon the appointment of a conservator/ trustee, the appointment and term of office for each Academy Board member shall cease. If this section has been implemented and the Hearing Panel under Section 10.6 determines the revocation to be appropriate, the revocation shall become effective immediately upon the University Board's decision.

ARTICLE XI

PROVISIONS RELATING TO SCHOOLS OF EXCELLENCE

Section 11.1. Grand Valley State University Faculty Employment in the Academy. Subject to the ability of the Academy to reach separate agreement on the terms, the Academy is permitted to use University faculty as classroom teachers in any grade.

Section 11.2. The Academy Faculty Appointment to Grand Valley State University Faculty. Nothing in this Contract shall prohibit a member of the Academy faculty from being appointed to or serving as a member of the University faculty.

Section 11.3. Student Conduct and Discipline. The Academy Board shall adopt, abide by and enforce its own set of written policies concerning student conduct and student discipline.

Section 11.4. Insurance. The Academy shall secure and maintain in its own name as the "first named insured" at all times the following insurance coverage:

- a) Property insurance covering all of the Academy's real and personal property, whether owned or leased;
- b) General/Public Liability with a minimum of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate (Occurrence Form);

- c) Auto Liability (Owned and Non-Owned) with a minimum of one million dollars (\$1,000,000) (Occurrence Form);
- d) Workers' Compensation or Workers' Compensation without employees "if any" insurance (statutory limits) and Employers' Liability insurance with a minimum of five hundred thousand dollars (\$500,000);
- e) Errors & Omissions insurance including Directors & Officers and School Leaders Errors & Omissions Liability insurance with a minimum of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate (Claims Made or Occurrence Form);
- f) Crime including employee dishonesty insurance with a minimum of five hundred thousand dollars (\$500,000); and
- g) Employment Practices Liability insurance with a minimum of one million dollars (\$1,000,000) per claim/aggregate (Claims Made or Occurrence Form).

The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Michigan. The insurance carrier(s) must be an "A" best rating or better. The Academy may join with other public school academies to obtain insurance if the Academy finds that such an association provides economic advantages to the Academy, provided that each Academy maintains its identity as first named insured.

The Academy shall list the University Board and the University on the insurance policies as an additional insured on insurance coverage listed in (b), (c), (e) and (g) above. The Academy shall have a provision included in all policies requiring notice to the University, at least thirty (30) days in advance, upon termination or non-renewal of the policy or of changes in insurance carrier or policy limit changes. In addition, the Academy shall provide the University President copies of all insurance certificates and endorsements required by this Contract. The Academy shall also provide to the University Charter Schools Office an entire copy of the insurance policies. The Academy may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for pupils while attending school or participating in a school program or activity. Other insurance policies and higher minimum may be required depending upon academic offerings and program requirements.

The Academy understands that the University's insurance carrier periodically reviews the types and amounts of insurance coverage that the Academy must secure in order for the University to maintain insurance coverage for authorization and oversight of the Academy. In the event that the University's insurance carrier requests additional changes in coverage identified in this Section 11.4, the Academy agrees to comply with any additional changes in the types and amounts of coverage requested by the University's insurance carrier within thirty (30) days after notice of the insurance coverage change.

Section 11.5. Transportation. The Academy Board may enter into contract with other school districts or other persons, including municipal and county governments, for the transportation of the Academy students to and from school and for field trips. In addition, the Academy Board may use funds received from state school aid payments to pay for student

transportation. In the event that the Academy Board contracts for transportation services, the Academy Board shall ensure that the company providing the transportation services is properly licensed in accordance with Applicable Law, and that the company conducts criminal background and history checks on its drivers and other personnel who have direct contact with pupils in accordance with the Code.

Section 11.6. Extracurricular Activities and Interscholastic Sports. The Academy is authorized to join any organization, association, or league, which has as its objective the promotion and regulation of sport and athletic, oratorical, musical, dramatic, creative arts, or other contests by or between pupils.

Section 11.7. Legal Liabilities and Covenants Not to Sue. The Academy and Academy Board members acknowledge and agree that they have no authority to extend the faith and credit of the University or to enter into a contract that would bind the University. The Academy also is limited in its authority to contract by the amount of funds obtained from the state school aid fund, as provided hereunder, or from other independent sources. The Academy and Academy Board members hereby covenant not to sue the University Board, the University or any of its trustees, officers, employees, agents or representatives for any matters that arise under this Contract or otherwise. The University does not assume any obligation with respect to any Academy Director, employee, agent, parent, guardian, or independent contractor of the Academy, and no such person shall have the right or standing to bring suit against the University Board, the University or any of its Trustees, employees, agents, or independent contractors as a result of the issuing, termination or revocation of this Contract.

Section 11.8. Lease or Deed for Proposed Single Site(s). The Academy shall provide to the designee of the University Board copies of its lease or deed for the premises in which the Academy shall operate. A copy of the Academy's lease or deed and site information shall be incorporated into the Schedules.

Section 11.9. Occupancy and Safety Certificates. The Academy Board shall: (i) ensure that all physical facilities comply with all fire, health and safety standards applicable to schools; and (ii) possess the necessary occupancy and safety certificates. The Academy Board shall not conduct classes at any site until the Academy has complied with this Section 11.9. Copies of these certificates shall be incorporated into the Schedules.

Section 11.10. Deposit of Public Funds by the Academy. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of all public or private funds received by the Academy. Such deposit shall be made within three (3) business days after receipt of the funds by the Academy.

Section 11.11. Required Provisions for Educational Management Organization Agreements. Any educational management organization agreement entered into by the Academy must contain the following provisions:

"Indemnification of Grand Valley State University. The parties acknowledge and agree that the Grand Valley State University Board of Trustees, Grand Valley State University and its members, officers, employees, agents or representatives are deemed to be third party

beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify and hold harmless Grand Valley State University Board of Trustees, Grand Valley State University and its members, officers, employees, agents or representatives from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of Grand Valley State University, which arise out of or are in any manner connected with Grand Valley State University Board's approval of the School of Excellence application, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance by Grand Valley State University and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy or the Educational Management Organization, or which arise out of the failure of the Academy to perform its obligations under the Contract issued to the Academy by Grand Valley State University Board of Trustees. The parties expressly acknowledge and agree that Grand Valley State University and its Board of Trustee members, officers, employees, agents or representatives may commence legal action against either party to enforce its rights as set forth in this Agreement."

"Revocation or Termination of Contract. If the Academy's Contract issued by the Grand Valley State University Board of Trustees is revoked or terminated, this Agreement shall automatically terminate on the same date as the Academy's Contract is revoked or termination without further action of the parties."

"Compliance with Academy's Contract. The Educational Management Organization agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Contract issued by Grand Valley State University Board of Trustees. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement."

Section 11.12. Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, Act No. 566 of the Public Acts of 1978, being MCL 15.181 to 15.185 of the Michigan Compiled Laws, and the Contracts of Public Servants With Public Entities statute, Act No. 371 of the Public Acts of 1968, being MCL 15.321 to 15.330 of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. Notwithstanding any other provision of this Contract, the following shall be deemed a prohibited conflict of interest for purposes of this Contract:

(a) An individual simultaneously serving as an Academy Board member and an owner, officer, director, employee or paid consultant of an Educational Management Organization that has an agreement with the Academy;

(b) An individual simultaneously serving as an Academy Board member and an Academy employee;

(c) An individual simultaneously serving as an Academy Board member and a independent contractor to the Academy;

(d) An individual simultaneously serving as an Academy Board member and as a member of the governing board of another public school; and

(e) An individual simultaneously serving as an Academy Board member and a University employee or paid consultant.

Section 11.13. Certain Familial Relationships Prohibited. No person shall be eligible to serve as an Academy Board member if the person's spouse, child, parent, or sibling has: (i) an ownership interest in the Educational Management Organization; or (ii) if the person's spouse, child, parent, or sibling is in a managerial, administrative or officer position with the Educational Management Organization.

Section 11.14. Dual Employment Positions Prohibited. Any person working at the Academy is prohibited by law from being employed at the Academy in more than one full-time position and simultaneously being compensated for each position.

Section 11.15. Information Available to the Public and University.

(a) Information to be provided by the Academy. In accordance with Applicable Law, the Academy shall make information concerning its operation and management, including without limitation information in Schedule 6, available to the public and the University.

(b) Information to be provided by Educational Management Organization. The agreement between the Academy and the Educational Management Organization shall contain a provision requiring the Educational Management Company to make information concerning the operation and management of the Academy, including the information in Schedule 6, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under subparagraph (a).

ARTICLE XII

GENERAL TERMS

Section 12.1. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given; (i) upon actual delivery, if delivery by hand; or (ii) upon delivery into United States mail if delivery is by postage paid first class mail. Each such notice shall be sent to the respective party at the address indicated below or to any other person or address as the respective party may designate by notice delivered pursuant hereto:

If to Grand Valley State University Board of Trustees:

Charter Schools Office Director
Grand Valley State University
201 Front Avenue, SW., Suite 310
Grand Rapids, Michigan 49504

If to Academy: Academy Board President
301 W. 16th Street
Holland, Michigan 49423

Section 12.2. Severability. If any provision in this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of Applicable Law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 12.3. Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.

Section 12.4. Entire Contract. This Contract sets forth the entire agreement between the University Board and the Academy with respect to the subject matter of this Contract. All prior application materials, contracts, representations, statements, negotiations, understandings, and undertakings, are superseded by this Contract.

Section 12.5. Assignment. This Contract is not assignable by either party.

Section 12.6. Non-Waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 12.7. Indemnification. As a condition to receiving a grant of authority from the University Board to operate a public school pursuant to the terms and conditions of this Contract, the Academy agrees to indemnify and hold the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the University, which arise out of or are in any manner connected with the University Board's receipt, consideration or approval of the Application, the University Board's approval of the Method of Selection Resolution or the Authorizing Resolution, legal challenges to the validity of Part 6e of the Code or actions taken by the University Board as an authorizing body under Part 6e of the Code, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a

public school, or which are incurred as a result of the reliance of the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy, or which arise out of the failure of the Academy to perform its obligations under this Contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of Section 7 of the Governmental Liability for Negligence Act, being Act No. 170, Public Acts of Michigan, 1964.

Section 12.8. Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12.9. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.10. No Third Party Rights. This Contract is made for the sole benefit of the Academy and the University Board and no other person or entity, including without limitation, the Educational Management Organization. Except as otherwise provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.11. Non-agency. It is understood that the Academy is not the agent of the University.

Section 12.12. Governing Law. This Contract shall be governed and controlled by the laws of the State of Michigan as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.13. Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.14. Term of Contract.

(a) Initial Term of Contract. Except as otherwise provided in Section 12.14 (b) and (c) set forth below, this Contract shall commence on June 19, 2011 and shall remain in full force and effect for seven (7) years until June 30, 2018 unless sooner terminated according to the terms hereof.

(b) Termination of Contract During Initial Term of Contract. Consistent with the procedures set forth in this Section 12.14(b), this Contract will terminate on June 30, 2018 if the Academy fails to satisfy all of the following conditions:

- (i) The Academy shall provide to the Charter Schools Office Director a copy of the Academy's agreements with any Educational Management Organization. The terms and conditions of the agreements must be acceptable to the University President.

- (ii) The Academy shall provide to the Charter Schools Office Director a copy of the Academy's real property leases, sublease or other agreements set forth in the Schedules.
- (iii) The Academy, through legal counsel, shall provide a legal opinion to the Charter Schools Office Director confirming that the Academy Board's approval and execution of any real property lease or other agreement with Educational Management Organization complies with the Contracts of Public Servants with Public Entities statute, MCL 15.321 et seq.
- (iv) The Academy shall provide to the Charter Schools Office Director, if applicable, a copy of an AHERA asbestos plan and lead based paint survey for the site or sites set forth in the Schedules.
- (v) The Academy shall provide to the Charter Schools Office Director, if applicable, a copy of a current boiler inspection/ approval for the site or sites set forth in the Schedules.
- (vi) The Academy shall provide documentation to the Charter Schools Office Director confirming that the Academy has received occupancy approval from the Michigan Department of Consumer and Industry Services' Office of Fire Safety for the site or sites set forth in the Schedules.
- (vii) The Academy shall provide documentation to the Charter Schools Office Director that it has obtained a short-term cash flow loan to cover the initial cost of operations for the initial academic year. The Academy shall comply with section 1225 of the Revised School Code and the Revised Municipal Finance Act with respect to approving and obtain such funds.
- (viii) Any additional financial information or documentation requested by the University President.

The Academy shall notify the Charter Schools Office in writing following completion of the conditions set forth in this Section 12.14(b). For good cause, the Charter Schools Office Director may extend the deadlines set forth above. If the Charter Schools Office Director determines that the Academy has not satisfied the conditions set forth in this Section 12.14(b), the Charter Schools Office Director shall issue a Contract termination letter to the Academy for failing to meet certain conditions set forth in this Section 12.14(b). The issuance of the termination letter by the Charter Schools Office Director shall automatically terminate this Contract without any further action by either the University Board or the Academy Board. Upon issuance of the termination letter, the Charter Schools Office Director shall notify the Superintendent of Public Instruction and the Michigan Department of Education that the Contract has been terminated.

(c) Extended Term of Contract. If the Academy satisfies the conditions set forth above in Section 12.14(b), this Contract shall be extended for three (3) additional academic years and shall expire on June 30, 2021, unless sooner terminated according to the terms hereof ("Contract

Term"). If the Academy, for any reason, is unable to enroll students and conduct classes by October 1, 2011, then this Contract is automatically terminated without further action of the parties.

Section 12.15. Survival of Provisions. The terms, provisions, and representations contained in Section 11.4, Section 11.7, Section 11.11 and Section 12.7, and any other provision of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

Section 12.16. Termination of Responsibilities. Upon termination or revocation of this Contract, the University Board and its designees shall have no further obligations or responsibilities under this Contract to the Academy or any other person or persons in connection with this Contract.

Section 12.17. Disposition of Academy Assets Upon Termination or Revocation of Contract. Following termination or revocation of the Contract, the Academy shall follow the applicable wind-up and dissolution provisions set forth in the Academy's articles of incorporation and in accordance with Part 6e of the Code.

[INTENTIONALLY LEFT BLANK]

As the designated representative of the Grand Valley State University Board of Trustees, I hereby authorize this issuance of a Contract to the Academy to operate a School of Excellence on the dates set forth above.

GRAND VALLEY STATE UNIVERSITY
BOARD OF TRUSTEES

By: _____


Thomas J. Haas, University President

As the authorized representative of the Academy, I hereby certify that the Academy is able to comply with the Contract and all Applicable Law, and that the Academy, through its governing board, has approved and agreed to comply with and be bound by this Contract.

VANDERBILT CHARTER ACADEMY

By: _____


Chairperson, Board of Directors

SCHEDULE 1

**METHOD OF SELECTION RESOLUTION
AUTHORIZING RESOLUTION**



CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF
GRAND VALLEY STATE UNIVERSITY ON FEBRUARY 11, 2011:

Vanderbilt Academy Contract Conversion Authorizing Resolution

The following resolution is proposed:

WHEREAS, the Michigan Legislature has provided for the establishment of a School of Excellence ("School of Excellence") as part of the Michigan public school system by enacting Act Nos. 201 through 205 of the Public Acts of 2009; and

WHEREAS, according to this legislation, the Board of Trustees of Grand Valley State University ("University Board"), as the governing body of a state public university, is an authorizing body empowered to issue contracts to organize and operate Schools of Excellence; and

WHEREAS, the Michigan Legislature has mandated that a School of Excellence contract be issued on a competitive basis taking into consideration the resources available for the proposed School of Excellence, the population to be served by the proposed School of Excellence, the educational goals to be achieved by the proposed School of Excellence, and the applicant's track record, if any, in operating public school academies or other public schools; and

WHEREAS, the University Board, having received requests for converting a Public School Academy to a School of Excellence, and having examined the ability of the proposed performance standards, proposed academic program, financial viability of the applicant, and the ability of the proposed School of Excellence board of directors to meet the contract goals and objectives;

WHEREAS, the Board of Directors of Vanderbilt Academy ("Academy") passed a resolution requesting that Grand Valley State University terminate its existing charter contract prior to the expiration date to allow for conversion from their 6A charter contract to 6E charter contract; and

WHEREAS, Section 10.5 of the charter contract between the University Board and the Academies allow the University Board to waive the requirement of the Academies to provide at least a ten (10) month notice of intent to terminate the charter contract;



NOW, THEREFORE, BE IT RESOLVED:

**AUTHORIZING RESOLUTION FOR VANDERBILT ACADEMY,
A SCHOOL OF EXCELLENCE:**

1. The University Board accepts the request of the Board of Directors of Vanderbilt Academy to terminate its 6a charter contract so that each Academy can convert to a School of Excellence under 6e of the Michigan Revised School Code.
2. The University Board waives the ten (10) month notice of intent to terminate and agrees to terminate the charter contract with an effective date to be determined by the University Charter Schools Office and authorizes the Charter Schools Office Director to take the actions necessary to conclude contractual responsibilities and obligations.
3. That the request for Vanderbilt Academy submitted under Part 6e of the Code, MCL 380.551 et seq. ("Part 6e"), meet the University Board's requirements and the requirements of applicable law and is therefore approved;
4. Pursuant to the Method of Selection Resolution adopted by the University Board, the following number (#) persons are appointed as the initial board of directors for the Academies for the Schools of Excellence:

Phillip M. Perkins	1 year term expiring June 30, 2011
Teresa C. VanderZwaag	1 year term expiring June 30, 2011
Eduardo Amaya	2 year term expiring June 30, 2013
Robert J. Langejans	2 year term expiring June 30, 2013
Sally A. Zwiep	3 year term expiring June 30, 2014

The University Board approves and authorizes the issuance of School of Excellence contracts to the Academies and authorizes the University President or designee to execute contracts to charter Schools of Excellence and related documents issued by the University Board to each Academy, provided that, before execution of the contract, the University President or his designee affirms that all terms of the contract have been agreed upon and the Academy is able to comply with all terms and conditions of the contract.

Vanderbilt Academy Contract Conversion Method of Selection Resolution

The following resolution is proposed:

VANDERBILT ACADEMY SCHOOL BOARD OF DIRECTORS:
METHOD OF SELECTION AND APPOINTMENT

WHEREAS, the Board of Trustees of Grand Valley State University ("University Board") is interested in issuing a contract to a School of Excellence ("School of Excellence") resulting from the passage of Public Acts 201 through 205 of 2009; and

WHEREAS, MCL 380.553(4) of the Revised School Code ("Code") provides that an authorizing body shall "adopt a resolution establishing the method of selection, length of term, and number of members of the board of directors of each School of Excellence subject to its jurisdiction," and

WHEREAS, the University Board has determined that each contract issued by the University Board shall contain the following method of selection and appointment process until otherwise amended by the University Board;

NOW, THEREFORE, BE IT RESOLVED:

The following method of selection and appointment process for a School of Excellence Board Member applies to a School of Excellence authorized by the University Board:

1. Method of Selection and Appointment of a School of Excellence Board Member:
 - a. Initial School of Excellence Board Member Nominations and Appointments: As part of the School of Excellence application, the applicant shall propose to the University Charter Schools Office Director ("CSO Director"), the names of proposed individuals to serve on the initial board of directors of the proposed School of Excellence Academy ("Academy Board"). When the CSO Director recommends an initial contract for approval to the University Board, he/she shall include recommendations for initial Academy Board members. These recommendations may, but are not required to, include individuals proposed by the School of Excellence applicant ("Applicant"). To be considered for appointment, the nominees must have completed the required board member candidate application materials, including at least (i) the School of Excellence Academy Board Member Questionnaire prescribed by the University Charter Schools Office;

and (ii) the Criminal Background and History Check Report prescribed by the University Charter Schools Office.

- b. Subsequent School of Excellence Board Member Nominations and Appointments: Except as provided in paragraph (2) below, the Academy Board may nominate individuals for subsequent Academy Board member positions. As part of the appointment process, the Academy Board may submit to the CSO Director: (i) the name of the nominee; (ii) the board member candidate application materials identified in paragraph (a) above; and (iii) a copy of the Academy Board nominating resolution. The CSO Director may or may not recommend the proposed nominee submitted by the Academy Board. If the CSO Director does not recommend a nominee submitted by the Academy Board, the CSO Director shall select a nominee and forward that recommendation to the University Board for appointment. The University Board shall have the sole and exclusive right to appoint members to the Academy Board.
 - c. Exigent Appointments: When the CSO Director determines an "exigent condition" exists which requires him/her to make an appointment to an Academy Board, the CSO Director, with University President approval, may immediately appoint a person to serve as an Academy Board member for the time specified, but not longer than the next meeting held by the University Board when a regular appointment may be made by the University Board. The CSO Director shall make the appointment in writing and notify the Academy Board of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, when a Academy Board cannot reach a quorum, when the University Board determines that an Academy Board member's service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.
2. Qualifications of Academy Board Members: To be qualified to serve on the Academy Board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the University Charter Schools Office including, but not limited to, a School of Excellence Board Member Questionnaire and a release for criminal records and history background check; (d) not be an employee of the Academy; (e) not be a director, officer, or employee of a company or other entity that contracts with the Academy; and (f) not be an employee

or representative of the University or be a member of the University Board.

3. Oath /Acceptance of Office/Voting Rights: Following appointment by the University Board, Academy Board appointees may begin their legal duties, including the right to vote, after they have signed an Acceptance of Public Office form and taken the Oath or Affirmation of Public Office administered by a member of the Academy Board, other public official or notary public.
4. Length of Term; Removal: An appointed Academy Board member is an "at will" board member who shall serve at the pleasure of the University Board for a term of office not to exceed three (3) years. Regardless of the length of term, terms shall end on June 30 of the final year of service, unless shorter due to other provisions of this resolution. A person appointed to serve as an Academy Board member may be reappointed to serve additional terms. When an Academy Board member is appointed to complete the term of service of another Academy Board member, their service ends at the end of the previous Academy Board member's term.

If the University Board determines that an Academy Board member's service in office is no longer required, then the University Board may remove an Academy Board member with or without cause and shall specify the date when the Academy Board member's service ends. An Academy Board member may also be removed from office by a two-thirds (2/3) vote of the Academy Board for cause.

5. Resignations: A member of the Academy Board may resign from office by submitting a written resignation or by notifying the CSO Director. The resignation is effective upon receipt by the CSO Director unless a later date is specified in the resignation. A written notice of resignation is not required. If no such written notification is provided, then the CSO Director shall confirm a resignation in writing. The resignation shall be effective upon the date the CSO Director sends confirmation to the resigning Academy Board member.
6. Vacancy: An Academy Board position shall be considered vacant when an Academy Board member:
 - a. Resigns
 - b. Dies
 - c. Is removed from office
 - d. Is convicted of a felony

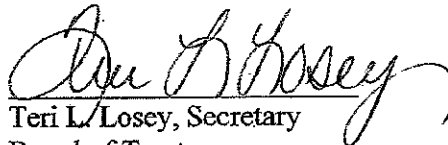
- e. Ceases to be qualified
 - f. Is incapacitated
7. Filling a Vacancy: The Academy Board may nominate and the CSO Director shall recommend or temporarily appoint persons to fill a vacancy as outlined in the "Subsequent Appointments" and "Exigent Appointment" procedures in this resolution.
 8. Number of Academy Board Member Positions: The number of Academy Board member positions shall be five (5), seven (7) or nine (9), as determined from time to time by the Academy Board.
 9. Quorum: In order to legally transact business the Academy Board shall have a quorum physically present at a duly called meeting of the Academy Board. A "quorum" shall be defined as follows:

# of Academy Board positions	# required for Quorum
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

10. Manner of Acting: The Academy Board shall be considered to have "acted," when a duly called meeting of the Academy Board has a quorum present and the number of board members voting in favor of an action is as follows:

# of Academy Board positions	# for Quorum	# required to act
Five (5)	Three (3)	Three (3)
Seven (7)	Four (4)	Four (4)
Nine (9)	Five (5)	Five (5)

IN WITNESS WHEREOF, I have hereunto signed my name as Secretary and have caused the seal of said body corporate to be hereto affixed this 12 day of March, 2011.



Teri L. Losey, Secretary
Board of Trustees
Grand Valley State University

SCHEDULE 2


ARTICLES OF INCORPORATION

MICHIGAN DEPARTMENT OF LABOR & ECONOMIC GROWTH BUREAU OF COMMERCIAL SERVICES		
Date Received		(FOR BUREAU USE ONLY)

Danielle A. Phillips

3850 Broadmoor Ave. SE
Suite 201

Grand Rapids MI 49512

EFFECTIVE DATE: 

Document will be returned to the name and address you enter above

**RESTATED ARTICLES OF INCORPORATION
For Use by Domestic Nonprofit Corporations**

Pursuant to the provisions of the Michigan Nonprofit Corporation Act of 1982, as amended (the "Act"), being MCL 450.2101 *et seq.*, and Part 6e of the Revised School Code (the "Code") as amended, being Sections 380.551 *et seq.* of the Michigan Compiled Laws, the undersigned corporation executes the following Articles:

The present name of the corporation is Vanderbilt Charter Academy.

The corporation identification number (CID) assigned by the Bureau is: 742-752.

The corporation has used no other names.

The date of filing the original Articles of Incorporation was: June 13, 1996.

The corporation operates within the West Ottawa School District, which is located within the Ottawa Area Intermediate School District.

The following Restated Articles of Incorporation supersede the Articles of Incorporation and shall be the Articles of Incorporation for the corporation:

ARTICLE I

The name of the corporation is: Vanderbilt Charter Academy.

The authorizing body for the corporation is: Grand Valley State University Board of Trustees ("University Board").

ARTICLE II

The purpose or purposes for which the corporation is organized are:

1. The corporation is organized for the purpose of operating as a school of excellence in the State of Michigan pursuant to Part 6e of the Code, being Sections 380.551 to 380.561 of the Michigan Compiled Laws.

2. The corporation, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a Contract authorized under the Code.

3. Additionally, the corporation is organized for the purposes of a) improving pupil achievement for all pupils, including, but not limited to, educationally disadvantaged pupils, by improving the learning environment; b) stimulating innovative teaching methods; c) creating new professional opportunities for teachers in a new type of public school in which the school structure and educational program can be innovatively designed and managed by teachers at the school site level; d) achieving school accountability outcomes by placing full responsibility for performance at the school site level; and e) providing parents and pupils with greater choices among public schools, both within and outside their existing school districts.

ARTICLE III

The corporation is organized on a non-stock, directorship basis.

The value of assets which the corporation possesses is:

Real Property: \$0.

Personal Property: \$.

The corporation is to be financed under the following general plan:

- a. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
- b. Federal funds.
- c. Donations.
- d. Fees and charges permitted to be charged by schools of excellence.
- e. Other funds lawfully received.

ARTICLE IV

The address of the registered office is 3850 Broadmoor Ave. SE, Suite 201, Grand Rapids, MI 49546. The mailing address of the registered office is the same. The name of the resident agent at the registered office is Shane Pranger.

ARTICLE V

The name and address of the incorporator is as follows:

J.C. Huizenga
989 Spaulding Avenue SE
Grand Rapids, MI 49546

ARTICLE VI

The corporation is a governmental entity. The corporation and its incorporators, board members, officers, employees, and volunteers have governmental immunity as provided in section 7 of Act No. 170 of the Public Acts of 1964, being section 691.1407 of the Michigan Compiled Laws.

ARTICLE VII

Before execution of a contract to charter a public school academy between the Academy Board and the Board of Trustees, the method of selection, length of term, and the number of members of the Academy Board shall be approved by a resolution of the Board of Trustees as required by the Code.

The members of the Academy Board shall be selected by the following method:

1. **Method of Selection and Appointment of Academy Board Members:**

- a. **Initial Academy Board Member Nominations and Appointments:** As part of the public school academy application, the public school academy applicant shall propose to the Director of the University Charter Schools Office ("Director"), the names of proposed individuals to serve on the initial board of directors of the proposed public school academy. When the Director recommends an initial contract for approval to the Board of Trustees, he/she shall include recommendations for initial Academy Board members. These recommendations may, but are not required to, include individuals proposed by the public school academy applicant. To be considered for appointment, the nominees must have completed the required board member candidate application materials, including at least (i) the Academy Board Member Questionnaire prescribed by the University Charter Schools Office; and (ii) the Criminal Background Check Report prescribed by the University Charter Schools Office.
- b. **Subsequent Academy Board Member Nominations and Appointments:** Except as provided in paragraph (2) below, the Academy Board may nominate

individuals for subsequent Academy Board of Director positions. As part of the appointment process, the Academy Board may submit to the Director: (i) the name of the nominee; (ii) the board member candidate application materials identified in paragraph (a) above; and (iii) a copy of the Academy Board nominating resolution. The Director may or may not recommend the proposed nominee submitted by the Academy Board. If the Director does not recommend a nominee submitted by the Academy Board, the Director shall select a nominee and forward that recommendation to the Board of Trustees for appointment. The Board of Trustees shall have the sole and exclusive right to appoint members to the Academy Board.

- c. **Exigent Appointments:** When the Director determines an “exigent condition” exists which requires him/her to make an appointment to a public school academy’s board of directors, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting held by the Board of Trustees when a regular appointment may be made by the Board of Trustees. The Director shall make the appointment in writing and notify the public school academy’s board of directors of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, when a Academy Board cannot reach a quorum, when the Board of Trustees determines that an Academy Board member’s service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.
2. **Qualifications of Academy Board Members:** To be qualified to serve on the Academy Board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the GVSU Charter Schools Office including, but not limited to, a GVSU Academy Board Member Questionnaire and a release for criminal history background check; (d) not be an employee of the Academy; (e) not be a director, officer, or employee of a company or other entity that contracts with the Academy; and (f) not be an employee or representative of GVSU or be a member of the Board of Trustees.
3. **Oath /Acceptance of Office / Voting Rights:** Following appointment by the Board of Trustees, Academy Board Appointees may begin their legal duties, including the right to vote, after they have signed an Acceptance of Public Office form and taken the Oath or Affirmation of Public Office administered by a member of the Academy Board, other public official or notary public.
4. **Length of Term; Removal:** An appointed Academy Board member is an “at will” board member who shall serve at the pleasure of the Board of Trustees for a term of office not to exceed three (3) years. Regardless of the length of term, terms shall end on June 30 of the final year of service, unless shorter due to other provisions of this resolution. A person appointed to serve as an Academy Board member may be reappointed to serve additional terms. When an Academy Board member is appointed to complete the term of

service of another Academy Board member, their service ends at the end of the previous Academy Board member's term.

If the Board of Trustees determines that an Academy Board member's service in office is no longer required, then the Board of Trustees may remove an Academy board member with or without cause and shall specify the date when the Academy Board member's service ends. An Academy Board member may be removed from office by a two-thirds (2/3) vote of the Academy's Board for cause.

5. **Resignations:** A member of the Academy Board may resign from office by submitting a written resignation or by notifying the Director. The resignation is effective upon receipt by the Director, unless a later date is specified in the resignation. A written notice of resignation is not required. If no such written notification is provided, then the Director shall confirm a resignation in writing. The resignation shall be effective upon the date the Director sends confirmation to the resigning Academy Board member.
6. **Vacancy:** An Academy Board position shall be considered vacant when an Academy Board member:
 - a. Resigns
 - b. Dies
 - c. Is removed from Office
 - d. Is convicted of a felony
 - e. Ceases to be qualified
 - f. Is incapacitated
7. **Filling a Vacancy:** The Academy Board may nominate and the Director shall recommend or temporarily appoint persons to fill a vacancy as outlined in the "Subsequent Appointments" and "Exigent Appointments" procedures in this resolution.
8. **Number of Academy Board Member Positions:** The number of member positions of the Academy Board of Directors shall be five (5), seven (7) or nine (9), as determined from time to time by the Academy Board.
9. **Quorum:** In order to legally transact business the Academy Board shall have a quorum physically present at a duly called meeting of the Academy Board. A "quorum" shall be defined as follows:

# of Academy Board positions	# required for Quorum
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)
10. **Manner of Acting:** The Academy Board shall be considered to have "acted," when a duly called meeting of the Academy Board has a quorum present and the number of board members voting in favor of an action is as follows:

# of Academy Board positions	# for Quorum	# required to act
Five (5)	Three (3)	Three (3)
Seven (7)	Four (4)	Four (4)
Nine (9)	Five (5)	Five (5)

ARTICLE VIII

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its directors, board, officers or other private persons, or organization organized and operated for a profit (except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in the furtherance of the purposes set forth in Article II hereof). Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by a governmental entity exempt from federal income tax under section 115 of the IRC, or comparable provisions of any successor law.

To the extent permitted by law, upon the dissolution of the corporation, the board shall after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation to the University Board for forwarding to the state school aid fund established under article IX, section 11 of the Constitution of the State of Michigan of 1963, as amended.

ARTICLE IX

The corporation and its incorporators, board members, officers, employees, and volunteers have governmental immunity as provided in section 7 of Act No. 170 of the Public Acts of 1964, being section 691.1407 of the Michigan Compiled Laws.

ARTICLE X

These Restated Articles of Incorporation shall not be amended except by the process provided in Article IX of the Contract executed by the corporation and the University Board. This process is as follows:

The Academy Board, or any authorized designee of the Academy Board, may propose changes to the Academy's Articles of Incorporation. The Academy shall be authorized to make such changes to its Articles upon a majority vote of the University Board members attending a University Board meeting. Upon University Board approval, the Academy Board's authorized designee is authorized to file the amendment to the Academy's Articles of Incorporation with the Michigan Department of Labor and Economic Growth, Bureau of Commercial Services. Upon receipt of the filed amendment, the Academy shall forward the filed amendment to the University Charter Schools Office. The filed amendment shall be automatically incorporated into Schedule 2 of this Contract upon receipt of the amendment by the University Charter Schools Office. If the University identifies a provision in the Restated Articles of Incorporation that violates or conflicts with this Contract, due to a change in law or for other reasons, after approval has been given, it shall notify the Academy Board in writing and the Academy Board

shall amend the Restated Articles of Incorporation to make them consistent with the Contract. If the change is requested by the University, the University shall reimburse the Academy for the filing fees payable to the Michigan Department of Labor and Economic Growth.

ARTICLE XI

The Board of Directors shall have all the powers and duties permitted by law to manage the business, property and affairs of the corporation.

ARTICLE XII

A volunteer director is not personally liable to the corporation for monetary damages for a breach of the director's fiduciary duty. This provision shall not eliminate or limit the liability of a director for any of the following:

- (i) A breach of the director's duty of loyalty to the corporation;
- (ii) Acts or omissions not in good faith or that involve intentional misconduct or a knowing violation of law;
- (iii) A violation of Section 551(1) of the Michigan Nonprofit Corporation Act;
- (iv) A transaction from which the director derived an improper personal benefit;
- (v) An act or omission that is grossly negligent.

This article shall not be deemed a relinquishment or waiver of any kind of Section 7 of the Government Liability for Negligence Act, being Act No. 170, Public Acts of Michigan, 1964

ARTICLE XIII

The corporation assumes the liability for all acts or omissions of a non-director volunteer, provided that:

- (i) The volunteer was acting or reasonably believed he or she was acting within the scope of his or her authority;
- (ii) The volunteer was acting in good faith;
- (iii) The volunteer's conduct did not amount to gross negligence or willful and wanton misconduct;
- (iv) The volunteer's conduct was not an intentional tort; and
- (v) The volunteer's conduct was not a tort arising out of the ownership, maintenance or use of a motor vehicle as described in Section 209(e)(v) of the Michigan Nonprofit Corporation Act.

This article shall not be deemed a relinquishment or waiver of any kind of Section 7 of the

Government Liability for Negligence Act, being Act No. 170, Public Acts of Michigan, 1964.

ARTICLE XIV

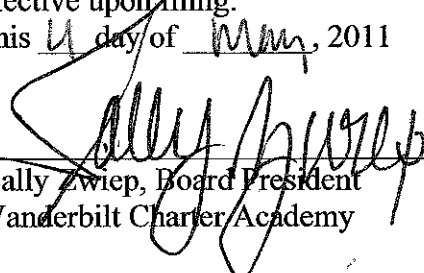
The officers of the corporation shall be a President, Vice-President, Secretary and a Treasurer, each of whom shall be a member of the Board of Directors and shall be selected by the Board of Directors. The Board of Directors may select one or more assistants to the Secretary or Treasurer, and may also appoint such other agents as it may deem necessary for the transaction of the business of the corporation.

ADOPTION OF ARTICLES

These Restated Articles of Incorporation were duly adopted by the Academy Board on this 4 day of May, 2011, in an open and public meeting. These Restated Articles of Incorporation restate, integrate, and do further amend the provisions of the Articles of Incorporation. The necessary number of votes were cast in favor of these Restated Articles of Incorporation. They shall become effective upon filing.

Signed this 4 day of May, 2011

By


Sally Zwiep, Board President
Vanderbilt Charter Academy

SCHEDULE 3

REVISED BYLAWS

AMENDED & RESTATED BYLAWS
OF
VANDERBILT CHARTER ACADEMY

ARTICLE I

NAME

This organization shall be called Vanderbilt Charter Academy (the “Academy” or the “corporation”).

ARTICLE II

FORM OF ACADEMY

The Academy is organized as a non-profit, non-stock, directorship corporation.

ARTICLE III

OFFICES

Section 3.1. Principal Office. The principal office of the Academy shall be located in the State of Michigan.

Section 3.2. Registered Office. The registered office of the Academy may be the same as the principal office of the Academy, but in any event must be located in the State of Michigan, and be the business office of the resident agent, as required by the Michigan Nonprofit Corporation Act. Changes in the resident agent and registered address of the Academy must be reported to the Michigan Department of Labor and Economic Growth, Bureau of Commercial Services.

ARTICLE IV

BOARD OF DIRECTORS

Section 4.1. General Powers. The business, property and affairs of the Academy shall be managed by the Academy Board of Directors (“Academy Board”). The Academy Board may exercise any and all of the powers granted to it under the Michigan Non-Profit Corporation Act or pursuant to Part 6e of the Revised School Code (“Code”). The Academy Board may delegate such powers to the officers and committees of the Academy Board as it deems necessary, so long as such delegation is consistent with the Articles, these Bylaws, the Contract, and Applicable Law.

Section 4.2. University Board Resolution Establishing Method of Selection, Length of Term and Number of Academy Board Members. The method of selection and appointment of

Academy Board members, the qualifications of Academy Board members, oath and acceptance of public office requirements, Academy Board member voting rights, length of Academy Board member terms, removal of Academy Board member procedures, method for handling resignations, declaration of vacancies and filling of vacant Academy Board member positions, number of Academy Board member positions, quorum and manner of acting requirements for Academy Board shall be established by resolution adopted by the Grand Valley State University Board of Trustees (the "University Board"). This resolution may be amended from time to time by the University Board without the approval of the Academy Board. Any provision in these Bylaws that conflicts or is inconsistent with this University Board resolution shall be void. Upon notice from the University, the Academy Board shall amend any conflicting or inconsistent provision set forth in these Bylaws and provide a copy of the change(s) to the University Charter Schools Office for inclusion in the Contract.

ARTICLE V

MEETINGS

Section 5.1. Annual and Regular Meetings. The Academy Board shall hold an annual meeting each year. The Academy Board must provide, by resolution, the time and place, within the State of Michigan, for the holding of regular meetings. Unless otherwise agreed to by the University President, the Academy Board must hold at least six (6) regular meetings during the first year of operation. The Academy Board shall provide notice of the annual and all regular meetings as required by the Open Meetings Act.

Section 5.2. Special Meetings. Special meetings of the Academy Board may be called by or at the request of the Academy Board President or any two other Directors. The person or persons authorized to call special meetings of the Academy Board may fix the place within the State of Michigan for holding any special meeting of the Academy Board called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the corporation in the State of Michigan. The corporation shall provide notice of all special meetings as required by the Open Meetings Act.

Section 5.3. Notice; Waiver. The Academy Board must comply with the notice provisions of the Open Meeting Act. In addition, notice of any meeting shall be given to each Director stating the time and place of the meeting, delivered personally, mailed, sent by facsimile or electronic mail to each Director at the Director's business address or electronic mailing address. Any Director may waive notice of any meeting by written statement or facsimile sent by the Director and signed before or after the holding of the meeting. The attendance of a Director at a meeting constitutes a waiver of notice to the transaction of any business because the meeting is not lawfully called or convened.

Section 5.4. Quorum. The quorum requirements for the transaction of business at any Academy Board meeting shall be determined by resolution of the University Board.

Section 5.5. Manner of Acting. The manner of acting requirements for Academy Board meetings shall be determined by resolution of the University Board. No member of the Board of Directors may vote by proxy.

Section 5.6. Open Meetings Act. All meetings and committee meetings of the Academy Board, shall at all times be in compliance with the Open Meetings Act.

Section 5.7. Presumption of Assent. A Director of the Academy Board who is present at a meeting of the Academy Board at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless the Director's dissent shall be entered in the minutes of the meetings. Unless a Director abstains from voting on a particular Academy Board agenda item and the abstention is recorded in the Academy Board meeting minutes, the Academy Board meeting minutes shall reflect the vote, whether in favor or in opposition, of each Director present at the meeting.

Section 5.8 Public Comment. Each meeting of the board shall meet the legal requirements for public comment. The Board's policy regarding public comment shall be followed, except that at any meeting the President or the majority of the Board may change the place on the agenda for public comment or reset the time limits for public comment to accommodate the number of persons wishing to speak.

Section 5.9 Recording or Broad casting Meetings. Media personnel or other persons may tape, record, broadcast or cover a meeting of the board, provided the Board's reasonable rules are followed. The President of the Board shall designate an area for media personnel and for microphones, cameras and other equipment, which shall be placed in a manner that shall not disrupt the board's business, as determined by the President.

ARTICLE VI

COMMITTEES

Section 6.1. Committees. The Academy Board, by resolution, may designate one or more committees, each committee to consist of one or more Directors selected by the Academy Board. As provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, the committees shall have such powers as delegated by the Academy Board, except (i) filling of vacancies in the officers of the Academy Board or committees created pursuant to this Section; (ii) amending the Articles of Incorporation or Bylaws; or (iii) any action the Academy Board cannot lawfully delegate under the Articles, the Contract, these Bylaws or Applicable Law. All committee meetings shall at all times be in compliance with the Open Meetings Act. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Academy Board of its activities as the Academy Board may request.

ARTICLE VII

OFFICERS OF THE BOARD

Section 7.1. Number. The officers of the Academy shall be a President, Vice-President, Secretary, Treasurer, and such assistant Treasurers and assistant Secretaries as may be selected by the Academy Board.

Section 7.2. Election and Term of Office. The Academy Board shall elect the initial officers at its first duly noticed meeting. Thereafter, the officers of the Academy shall be elected

annually by the Academy Board. If the election of officers is not held at the annual meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall hold office while qualified or until the officer resigns or is removed in the manner provided in Section 3.

Section 7.3. Removal. Any officer or agent elected or appointed by the Academy Board may be removed by the Academy Board whenever in its judgment the best interest of the corporation would be served thereby.

Section 7.4. Vacancies. A vacancy in any office shall be filled by appointment by the Academy Board for the unexpired portion of the term of the vacating officer.

Section 7.5. President. The President of the Academy shall be a member of the Academy Board. The President of the corporation shall preside at all meetings of the Academy Board. If there is not a President of the corporation, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Academy Board attending the meeting shall preside. The President may be an ex officio member of any standing committees and, when designated by the Academy Board, the Chairperson of any standing committee established by the Academy Board. The President shall, in general, perform all duties incident to the office of President of the Board as may be prescribed by the Academy Board from time to time.

Section 7.6. Vice-President. The Vice-President of the Academy shall be a member of the Academy Board. In the absence of the President or in the event of the President's death, inability, or refusal to act, the Vice-President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Academy Board.

Section 7.7. Secretary. The Secretary of the Academy shall be a member of the Academy Board. The Secretary shall: (a) keep the minutes of the Academy Board meetings in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Meetings Act, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the corporation and see that the seal of the corporation is affixed to all authorized documents; (d) keep a register of the post office address of each Director; and (e) perform all duties incident to the office of Secretary and other duties assigned by the President or the Academy Board.

Section 7.8. Treasurer. The Treasurer of the Academy shall be a member of the Academy Board. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the corporation; (b) keep accurate books and records of corporate receipts and disbursements; (c) deposit all moneys and securities received by the corporation in such banks, trust companies or other depositories as shall be selected by the Board; (d) complete all required corporate filings; (e) assure that the responsibilities of the fiscal agent of the corporation are properly carried out; and (f) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Academy Board.

Section 7.9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Academy Board, shall perform such duties and have such authority as shall from

time to time be delegated or assigned to them by the Secretary or Treasurer or by the Academy Board. The Academy Board shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Academy Board may by resolution otherwise determine.

Section 7.10. Salaries. Officers of the Board, as Directors of the corporation, may not be compensated for their services. By resolution of the Academy Board, Directors and officers may be reimbursed for reasonable expenses incident to their duties.

Section 7.11. Filling More Than One Office. Subject to the statute concerning the Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being Sections 15.181 to 15.185 of the Michigan Compiled Laws, any two offices of the corporation except those of President and Vice-President may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

ARTICLE VIII

CONTRACTS, LOANS, CHECKS AND DEPOSITS; **SPECIAL CORPORATE ACTS**

Section 8.1. Contracts. The Academy Board may authorize any officer(s), assistant(s) or acting officer(s), to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Academy Board authorizes the execution of a contract or of any other instrument in the name of or on behalf of the corporation, without specifying the executing officers, the President or Vice-President, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto. No contract entered into, by or on behalf of the Academy Board, shall in any way bind Grand Valley State University or impose any liability on Grand Valley State University, its trustees, officers, employees, or agents.

Section 8.2. Loans. No loans shall be contracted on behalf of the Academy and on evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Academy Board. Such authority may be general or confined to specific instances. No loan, advance, overdraft, or withdrawal by an officer or Director of the corporation, other than in the ordinary and usual course of the business of the Academy, shall be made or permitted. No loan entered into, by or on behalf of the Academy Board, shall in any way be considered a debt or obligation of Grand Valley State University or impose any liability on Grand Valley State University, its trustees, officers, employees, or agents.

Section 8.3. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Academy, shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the Academy Board.

Section 8.4. Deposits. Consistent with Section 1221 of the Code, the Treasurer of the Academy shall deposit the funds of the Academy in a financial institute or in a joint investment authorized by the Code. All additional funds of the Academy shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Academy Board may select, provided that such financial institution is eligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, as amended, being Sections 21.146 of the Michigan Compiled Laws.

Section 8.5. Voting of Gifted, Bequeathed or Transferred Securities Owned by this Corporation. Subject always to the specific directions of the Academy Board, any shares or other securities issued by any other corporation and owned or controlled by this corporation may be voted at any meeting of security holders of such other corporation by the President of this corporation or by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of this corporation by proxy appointed by the Secretary or Treasurer. Such proxy or consent in respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this corporation by the President, the Secretary or the Treasurer of this corporation without necessity of any authorization by the Academy Board, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this corporation shall have full right, power, and authority to vote the shares or other securities issued by such other corporation and owned by this corporation the same as such shares or other securities might be voted by this corporation. This section shall in no way be interpreted to permit the corporation to invest any of its surplus funds in any shares or other securities issued by any other corporation. This section is intended to apply, however, to all gifts, bequests or other transfers of shares or other securities issued by any other corporation which are received by the corporation.

Section 8.6. Contracts Between Corporation and Related Persons; Persons Ineligible to Serve as Directors. Pursuant to the Code, each Director, officer or employee of the Academy shall comply with the Incompatible Public Offices statute, Act No. 566 of the Public Acts of 1978, being MCL 15.181 to 15.185 of the Michigan Compiled Laws, and the Contracts of Public Servants With Public Entities statute, Act No. 371 of the Public Acts of 1968, being MCL 15.321 to 15.330 of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. The following shall be deemed a prohibited conflict of interest:

(a) An individual simultaneously serving as Director and an owner, officer, director, employee or paid consultant of an Educational Management Organization that has an agreement with the Academy;

(b) An individual simultaneously serving as Director and an employee of the corporation;

(c) An individual simultaneously serving as a Director and an independent contractor to the Academy;

(d) An individual simultaneously serving as a Director and as a member of the governing board of another public school; and

(e) An individual simultaneously serving as a Director and a University employee or paid consultant.

No person shall be eligible to serve as Director if the person's spouse, child, parent, or sibling has: (i) an ownership interest in the Educational Management Organization; or (ii) if the person's spouse, child, parent, or sibling is in a managerial, administrative or officer position with the Educational Management Organization.

ARTICLE IX

INDEMNIFICATION

Each person who is or was a Director, officer or member of a committee of the Academy and each person who serves or has served at the request of the Academy Board as a trustee, director, officer, partner, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the Academy to the fullest extent permitted by the corporation laws of the State of Michigan as they may be in effect from time to time. The corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his status as such, whether or not the corporation would have power to indemnify such person against such liability under the preceding sentence. The corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee or agent of the corporation to the fullest extent provided under the laws of the State of Michigan as they may be in effect from time to time.

ARTICLE X

FISCAL YEAR

The fiscal year of the corporation shall begin on the first day of July in each year.

ARTICLE XI

AMENDMENTS

The Academy Board shall submit proposed Bylaw changes to the University Charter Schools Office, for review and comment, at least thirty (30) days prior to Academy Board adoption. The Academy's Bylaws, and any subsequent or proposed changes to the Academy's Bylaws, shall not violate or conflict with the Contract. If at any time the University identifies a provision in the Academy Board's Bylaws that violates or conflicts with Applicable Law or this Contract, the Academy Board's Bylaw shall be automatically void and the Academy Board shall amend the identified provision to be consistent with Applicable Law and the Contract. The amendment shall be automatically incorporated into Schedule 3 of the Contract upon receipt by the University Charter Schools Office of a duly authorized Academy Board bylaw change.

ARTICLE XII

The definitions set forth in the Terms and Conditions incorporated as part of the Contract shall have the same meaning in these Bylaws.

CERTIFICATION

The Board certifies that these Amended & Restated Bylaws were adopted as and for the Bylaws of a Michigan corporation in an open and public meeting, by the Academy Board on the ____ day of _____, 2011.

Secretary

SCHEDULE 4

FISCAL AGENT AGREEMENT

FISCAL AGENT AGREEMENT

This Agreement is part of the Contract issued by the Grand Valley State University Board of Trustees ("University Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to Vanderbilt Charter Academy ("Academy"), a public school academy.

Preliminary Recitals

WHEREAS, pursuant to the Code and the Contract, the University Board, as authorizing body, is the fiscal agent for the Academy, and

WHEREAS, the University Board is required by law to forward any State School Aid Payments received from the State of Michigan ("State") on behalf of the Academy to the Academy,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Account" means an account established by the Academy for the receipt of State School Aid Payments at a bank, savings and loan association, or credit union which has not been deemed ineligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, being Section 21.146 of the Michigan Compiled Laws.

"Agreement" means this Fiscal Agent Agreement.

"Fiscal Agent" means the University Board or an officer or employee of Grand Valley State University as designated by the University Board.

"Other Funds" means any other public or private funds which the Academy receives and for which the University Board voluntarily agrees to receive and transfer to the Academy.

"State School Aid Payment" means any payment of money the Academy receives from the State School Aid Fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

"State" means the State of Michigan.

"State Treasurer" means the office responsible for issuing funds to urban high school academies for State School Aid Payments pursuant to the School Aid Act of 1979, as amended.

Section 1.02. Fiscal Agent Agreement Incorporated into Contract; Use of Contract Definitions. This Fiscal Agent Agreement shall be incorporated into and is part of the Contract issued by the University Board to the Academy. Terms defined in the Contract shall have the same meaning in this Agreement.

ARTICLE II

FISCAL AGENT DUTIES

Section 2.01. Receipt of State School Aid Payments and Other Funds. The University Board is the Fiscal Agent for the Academy for the limited purpose of receiving State School Aid Payments. By separate agreement, the University Board and the Academy may also agree that the University Board will receive Other Funds for transfer to the Academy. The Fiscal Agent will receive State School Aid Payments from the State, as provided in Section 3.02.

Section 2.02. Transfer to Academy. Except as provided in the Contract, the Fiscal Agent shall transfer all State School Aid Payments and all Other Funds received on behalf of the Academy to the Academy within three (3) business days of receipt or as otherwise required by the provisions of the State School Aid Act of 1979 or applicable State Board rules. The State School Aid Payments and all Other Funds shall be transferred into the Account designated by a resolution of the Board of Directors of the Academy and by a method of transfer acceptable to the Fiscal Agent.

Section 2.03. Limitation of Duties. The Fiscal Agent has no responsibilities or duties to verify the Academy's pupil membership count, as defined in the State School Aid Act of 1979, as amended, or to authorize, to approve or to determine the accuracy of the State Aid School Payments received on behalf of the Academy from the State Treasurer. The duties of the Fiscal Agent are limited to the receipt and transfer to the Academy of State School Aid Payments and Other Funds received by the Academy. The Fiscal Agent shall have no duty to monitor or approve expenditures made by the Academy Board.

Section 2.04. Academy Board Requests for Direct Intercept of State School Aid Payments. If the Academy Board directs that a portion of its State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit to the University Charter Schools Office: (i) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; and (ii) a copy of a State School Aid Payment Agreement and Direction document that is in a form and manner acceptable to the Fiscal Agent. No State Aid Payment Agreement and Direction document shall be effective until it is acknowledged by the University President.

ARTICLE III

STATE DUTIES

Section 3.01. Eligibility for State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the eligibility of the Academy to receive State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the amount of State School Aid Payments, if any, the Academy shall be entitled to receive.

Section 3.02. Method of Payment. Each State School Aid Payment for the Academy will be made to the Fiscal Agent by the State Treasurer by issuing a warrant and delivering the warrant to the Fiscal Agent by electronic funds transfer into an account specified by the Fiscal Agent, or by such other means deemed acceptable to the Fiscal Agent. The State shall make State School Aid Payments at the times specified in the State School Aid Act of 1979, as amended.

ARTICLE IV

ACADEMY DUTIES

Section 4.01. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, an Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended.

Section 4.02. Expenditure of Funds. The Academy may expend funds that it receives from the State School Aid Fund for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

Section 4.03. Mid-Year Transfers. Funding for students transferring into or out of the Academy during the school year shall be in accordance with the State School Aid Act of 1979 or applicable State Board rules.

Section 4.04. Repayment of Overpayment. The Academy shall be directly responsible for reimbursing the State for any overpayments of State School Aid Payments. At its option, the State may reduce subsequent State School Aid Payments by the amount of the overpayment or may seek collection of the overpayment from the Academy.

Section 4.05. Deposit of Academy Funds. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of State School Aid Payments and Other Funds received by the Academy.

ARTICLE V

RECORDS AND REPORTS

Section 5.01. Records. The Fiscal Agent shall keep books of record and account of all transactions relating to the receipts, disbursements, allocations and application of the State School Aid Payments and Other Funds received, deposited or transferred for the benefit of the Academy, and these books shall be available for inspection at reasonable hours and under reasonable conditions by the Academy and the State.

Section 5.02. Reports. The Fiscal Agent shall prepare and send to the Academy within thirty (30) days of September 1, and annually thereafter, a written report dated as of August 31 summarizing all receipts, deposits and transfers made on behalf or for the benefit of the Academy during the period beginning on the latter of the date hereof or the date of the last such written report and ending on the date of the report, including without limitation, State School Aid Payments received on behalf of the Academy from the State Treasurer and any Other Funds which the University Board receives under this Agreement.

ARTICLE VI

CONCERNING THE FISCAL AGENT

Section 6.01. Representations. The Fiscal Agent represents that it has all necessary power and authority to enter into this Agreement and undertake the obligations and responsibilities imposed upon it in this Agreement and that it will carry out all of its obligations under this Agreement.

Section 6.02. Limitation of Liability. The liability of the Fiscal Agent to transfer funds to the Academy shall be limited to the amount of State School Aid Payments as are from time to time delivered by the State and the amount of Other Funds as delivered by the source of those funds.

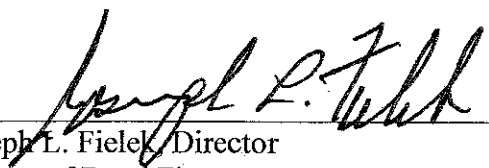
The Fiscal Agent shall not be liable for any action taken or neglected to be taken by it in good faith in any exercise of reasonable care and believed by it to be within the discretion or power conferred upon it by this Agreement, nor shall the Fiscal Agent be responsible for the consequences of any error of judgment; and the Fiscal Agent shall not be answerable except for its own action, neglect or default, nor for any loss unless the same shall have been through its gross negligence or willful default.

The Fiscal Agent shall not be liable for any deficiency in the State School Aid Payments received from the State Treasurer to which the Academy was properly entitled. The Fiscal Agent shall not be liable for any State School Aid overpayments made by the State Treasurer to the Academy for which the State subsequently seeks reimbursement.

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the University Board to the Academy.

BY: _____


Joseph L. Fielek, Director
Bureau of Bond Finance
Michigan Department of Treasury

Date: March 18, 20 11

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SCHEDULE 5

MASTER CALENDAR OF REPORTING REQUIREMENTS

Public School Academy / School of Excellence
Master Calendar of Reporting Requirements
July 1, 2011 – June 30, 2012

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
July 1	Board Adopted 2010-2011 School Calendar/School Day Schedule.	CSO
July 1	Board Adopted Annual Operating Budget for the General Fund and School Service Fund for 2010-2011.	CSO
July 1	Copy of Notice of Public Hearing for Annual Operating Budget for 2010-2011.	CSO
July 1	Copy of Parent Satisfaction Survey and Results from 2010-2011, if applicable.	CSO
July 25	DS-4168 Report of Days and Clock Hours of Pupil Instruction for 2009-2010 academic year, if applicable (See MDE website, www.michigan.gov/mde , for MDE due date and form).	CSO
August 1	Annual Organizational Meeting Minutes for 2011-2012.	CSO
August 1	Board Resolution appointing Chief Administrative Officer for 2011-2012.	CSO
August 1	Board Resolution appointing Freedom of Information Act Coordinator for 2011-2012.	CSO
August 1	Board Designated Legal Counsel for 2011-2012.	CSO
August 1	Board adopted Annual Calendar of Regularly Scheduled Meetings for 2011-2012.	CSO
August 31	4 th Quarter Financial Statements – quarter ending 06/30.	CSO
September 2	Organizational Chart for 2011-2012.	CSO
September 2	Board approved Student Handbook 2011-2012.	CSO
September 2	Board approved Employee Handbook 2011-2012.	CSO
September 2	Copy of School Improvement Plan covering 2011-2012 academic year.	CSO
September 2	Board adopted Policy referencing MCL 380.553(5)(k) prohibiting individuals from serving as an Academy Board member if the person's spouse, child, parent or sibling is employed by the school of excellence	CSO
October 3	Completed PSA and ESP/MC Insurance Questionnaires. Required forms available at www.gvsucso.org .	CSO
October 3	Annual Nonprofit Corporation Information Update for 2011. CSO will confirm filing via DLEG website.	CSO
October 14	Audited Financial Statements for fiscal year ending June 30, 2011. (See MDE Website, www.michigan.gov/mde , for MDE due date.	CSO
October 14	Management Letter (comments and recommendations from independent financial auditor) for fiscal year ending June 30, 2011, if issued. If a management letter is not issued, a letter from the Academy stating a management letter was not issued is required to be submitted.	CSO
October 14	Annual A-133 Single Audit for year ending June 30, 2011 is required if over \$500K in federal funds have been expended. If a single audit is not necessary, a letter from the Academy stating as such is required to	CSO

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
	be submitted.	
October 14	DS-4898 PSA Preliminary Pupil Membership Count for September 2011 Enrollment and Attendance for 1 st & 2 nd Year PSAs only. (See MDE website, www.michigan.gov/mde for MDE due date).	CSO
October 14	Annual Education Report for the 2010-2011 academic year to be submitted and presented at a public meeting.	CSO
October 28	1 st Quarter Financial Statements – quarter ending 09/30.	CSO
December 1	Academy's Technology Plan covering 2011-2012 or annual updates thereto.	CSO
January 6	Modifications to ISD's Plan for the Delivery of Special Education Services covering 2011-12 signed by a representative of the Academy.	CSO
January 31	2 nd Quarter Financial Statements – quarter ending 12/31.	CSO
January 31	Michigan Highly Qualified Teacher Verification Report. Required Form Available at www.gvsucso.org .	CSO
April 20	DS-4168-B District Report of Planned Number of Days and Clock Hours of Pupil Instruction for 2011-2012 (See MDE website www.michigan.gov/mde for MDE due date).	CSO
April 27	3 rd Quarter Financial Statements – quarter ending 03/31.	CSO
May 14	Notice of Open Enrollment & Lottery Process or Open Enrollment & Lottery Process Board Policy for 2012-2013.	CSO
June 1	Certificate of Boiler Inspection covering years 2011-2012.	CSO
June 29	Board Approved Amended Budget for 2011-2012 fiscal year (or statement that budget has been reviewed and no amendment was needed).	CSO
June 29	2011-2012 Log of emergency drills, including date, time and results. Sample form available at www.gvsucso.org .	CSO
June 29	Board adopted Letter of Engagement for year ending June 30, 2012 independent financial audit.	CSO
June 29	Food service license expiring 04/30/2013.	CSO

Ongoing Reporting Requirements July 1, 2011 – June 30, 2012

The following documents do not have a set calendar date; however, they require submission within a certain number of days from board action or other occurrence.

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
Date notice is posted	Academy Board Meeting Record of Postings – cancellations, changes, special meetings, emergency etc. Must include time and date of actual posting.	CSO
14 business days after Board meeting	Draft Academy Board Meeting Minutes and Resolutions of regular, special & emergency board meetings.	CSO
14 business days after Board approval	Approved Academy Board Meeting Minutes and Resolutions of regular, special & emergency board meetings.	CSO
30 business days after board approval	Board Adopted Annual Operating Budget for 2011-2012 including Salary/Compensation Transparency Reporting to be available on school website per the State School Aid Act as amended	No submission needed.
14 business days after Board approval	Oath of Office and written acceptance for each Board Member.	CSO
10 business days after Board approval	Board adopted <i>Amended</i> Budget and General Appropriations Resolution.	CSO
10 days of receipt	Correspondence received from the Michigan Department /State Board of Education requiring a formal response.	CSO
10 days of receipt	Correspondence received from the Health Department requiring a formal response.	CSO
10 days of receipt	Written notice of litigation or formal proceedings involving the Academy.	CSO
30 days prior to board execution	Board proposed draft Educational Management Company Agreements or Amendments thereto.	CSO
5 business days of receipt	Request and Responses to Freedom of Information Requests.	CSO

Original/Subsequent Board Policy Reporting Requirements July 1, 2011 – June 30, 2012

The following documents do not have a set calendar date; however, they require an original submission and subsequent submission if Board action is taken making amendments/changes.

REPORT DESCRIPTION	SUBMIT TO:
Articles of Incorporation. Must have GVSU Board approval before modifying.	CSO
Board of Director Bylaws.	CSO
Educational Service Provider Agreements/Amendments	CSO
Academy's Educational Goals.	CSO
Office of Fire Safety (OFS-40) – original occupancy permit and permits for renovations/additions, etc.	CSO
Lease, Deed of Premises or Rental Agreement and subsequent amendments (includes modular units).	CSO
Curriculum including any additions/deletions.	CSO
Asbestos Hazardous Emergency Response Act (AHERA) Management Plan. Visit www.michigan.gov/asbestos for Michigan's model management plan. A copy of the "acceptance" letter sent by MIOSHA is also required.	CSO
Communicable Disease Curriculum (including minutes of board approval).	CSO
Job Descriptions for all employee groups	CSO
REQUIRED BOARD POLICIES	
Board adopted Purchasing Policy (date of approval). Reference: MCL 380.1267, MCL 380.1274	CSO
Use of Medications Policy (date of approval). Reference: MCL 380.1178, 380.1178a, 380.1179	CSO
Harassment of Staff or Applicant Policy (date of approval). Harassment of Students Policy (date of approval) Reference: MCL 380.1300a	CSO
Search and Seizure Policy (date of approval). Reference: MCL 380.1306	CSO
Emergency Removal, Suspension and Expulsion of Students Policy (date of approval). Reference: MCL 380.1309; MCL 380.1312(8)&(9); MCL 37.1402	CSO
Parent/Guardian Review of Instructional Materials & Observation of Instructional Activity Policy Reference: MCL 380.1137	CSO
Board Member Reimbursement of Expenses Policy (date of approval). Reference: MCL 380.1254; MCL 388.1764b	CSO
Equal Access for Non-School Sponsored Student Clubs and Activities Policy (date of approval). Reference: MCL 380.1299	CSO
Electronic or Wireless Communication Devices Policy (date of approval).	CSO
Preparedness for Toxic Hazard and Asbestos Hazard Policy (date of approval). Reference: MCL 324.8316, 380.1256	CSO

Nondiscrimination and Access to Equal Educational Opportunity Policy (date of approval) Including, but not limited to, Michigan Constitution, Article I, §26, Elliott-Larsen Civil Rights Act, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.	CSO
Academy Deposit Policy (date of approval). PA 105 of 1855, being MCL 21.146, Section 11.10 of the Charter Contract	CSO
Parental Involvement Policy (date of approval). Reference: MCL 380.1294	CSO
Wellness Policy (date of approval). Reference: 42 USC §§ 1751, 1758, 1766; 42 USC § 1773	CSO

Calendar of Additional Reporting Requirements and Critical Dates July 1, 2011 – June 30, 2012

The following reports Academies must submit to the local ISD, MDE, CEPI and other organizations throughout the year.

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
September 28	Student Count Day for State Aid F.T.E.	No submission required.
September 30	SE-4096 Special Education Actual Cost Report (Contact ISD for due date).	ISD
October 3	Eye Protection Certificate (#4527 Certification of Eye Protective Devices Electronic Grant System [MEGS] if applicable.	CEPI
October 3	Certification of Constitutionally Protected Prayer	MDE
October 7	SE-4094 Transportation Expenditure Report (Contact ISD for due date).	ISD
October 1 – October 31 (as scheduled)	Teacher Certification/Criminal Background Check/Unprofessional Conduct. This is an onsite review scheduled and conducted by Quality Performance Resource Group. No submission required.	No submission needed.
Oct/Nov	School Infrastructure Database (SID); School-Wide Title I Participation	CEPI
Oct/Nov	Deadline for MEIS/Single Record Student Database (“SRSD”) electronic file (Contact the local ISD for due date.)	CEPI
November 1	Deadline for Immunization Records Report – IP100. (Contact Health Dept. for due date).	Local Health Dept.
November 14	Deadline for electronic submission to the Financial Information Database (FID, formerly known as the Form B). State aid will be withheld if the submission is not successful.	CEPI
Nov/Dec	Special Education Count on MI-CIS. Special education data must be current and updated in the Michigan Compliance and Information System (MI-CIS). This information is used to determine funding for next year (Contact local ISD for due date).	ISD
December 1 - December 31 (as scheduled)	Teacher Certification/Criminal Background Check/Unprofessional Conduct. This is an onsite review scheduled and conducted by Quality Performance Resource Group. No submission required.	No submission required.
Nov/Dec	Registry of Educational Personnel (REP) Submission	CEPI
December 30	Municipal Finance Qualifying Statement, if applicable (online submission).	MI Dept of Treasury
Feb 1	Deadline for Immunization Record Report – IP100 (Contact Health Dept. for due date). A financial penalty of 5% of a school’s state aid allocation can be assessed if the immunization rate is not at 90% or above.	Local Health Dept.
Feb 8	Supplemental Student Count for State Aid F.T.E.	No submission required.
March	FS-4731-C – Count of Membership Pupils eligible for free/reduced breakfast, lunch or milk (official date TBD).	MDE

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
March	MEIS/Single Record Student Database ("SRSD") electronic file (Contact local ISD for due date.)	ISD, CEPI
May 1 – May 31 (as scheduled)	Teacher Certification/ Criminal Background Check/Unprofessional Conduct. This is an onsite review scheduled and conducted by Quality Performance Resource Group. No submission required.	No submission required.
June	MEIS/ Single Record Student Database ("SRSD") electronic file (Contact local ISD for due date.)	ISD, CEPI
June	Registry of Educational Personnel (REP)	CEPI
June	School Infrastructure Database (SID)	CEPI

SCHEDULE 6

**INFORMATION TO BE PROVIDED BY ACADEMY AND EDUCATIONAL
MANAGEMENT COMPANY**

INFORMATION TO BE PROVIDED BY ACADEMY AND EDUCATIONAL MANAGEMENT COMPANY

In accordance with Section 11.15 of the Terms and Conditions, the following described categories of information are to be made available to the public by the Academy, and any Educational Management Company contracted by the Academy, as required under Section 553(5)(m) of the Code, MCL 380.553(5)(m):

1. Contract;
2. List of currently serving Directors with name, address, and term of office;
3. Academy Board policies;
4. Academy Board meeting agendas;
5. Academy Board meeting minutes;
6. Academy Board approved budget and amendments to budget;
7. Bills paid for amounts of \$10,000, or more as submitted to the Academy Board;
8. Quarterly financial reports submitted to the University Charter Schools Office;
9. List of all current Academy staff, including their individual salaries. Additionally, copies of teaching certificates or permits, evidence of compliance with criminal background and records checks, and unprofessional conduct checks required under the Code for Academy teachers and school administrators.
10. Curriculum documents and materials submitted to the University Charter Schools Office;
11. Proof of insurance required by Contract;
12. Copies of facility leases or deeds, or both, and of any equipment leases;
13. Copies of any management contracts or services contracts approved by the Academy Board. The executed Educational Products and Services Agreement shall be incorporated into this Contract as Schedule 6;
14. Health and safety reports and certificates, including those relating to fire safety, environmental matters, asbestos inspection, boiler inspection, and food service;
15. Annual financial audit and any management letters issued as part of the annual financial audit; and
16. Any other information specifically required under the Code.

MANAGEMENT AGREEMENT

This Management Agreement is made and entered into as of the 30th day of Sept, 1996 by and between **Educational Development Corporation, Inc.**, a Michigan corporation ("EDC"), and **Vanderbilt Charter Academy**, a body corporate and public school academy (the "Academy").

RECITALS

The Academy is a charter school, organized as a public school academy under the Michigan School Code (the "Code"). The Academy has been granted a contract (the "Contract") by the Board of Trustees of Grand Valley State University ("GVSU") to organize and operate a public school academy, with GVSU as the authorizing body.

EDC was instrumental in the creation of the Academy, having incorporated the Academy, recruited its initial Board of Directors (the "Board"), prepared the application with GVSU for the Contract (the "Application"), and prepared the curriculum and related documents submitted with the Application and essential for the operation of the Academy.

The Academy and EDC desire to create an enduring educational partnership, whereby the Academy and EDC will work together to bring educational excellence and innovation to the Holland metropolitan area, based on EDC's school design, comprehensive educational program and management principles.

In order to facilitate the commencement of school for the 1996-1997 school year and the continuation of school indefinitely thereafter, and to implement an innovative educational program at the school, the parties desire to establish this arrangement for the management and operation of the Academy.

Therefore, for good and valuable consideration, the receipt of which is hereby acknowledged, it is mutually agreed as follows:

ARTICLE I

CONTRACTING RELATIONSHIP

A. Authority. The Academy represents that it is authorized by law to contract with a private entity and for that entity to provide educational management services. The Academy further represents that it has been granted the Contract by GVSU to organize and operate a public school academy. The Academy is therefore authorized by GVSU to supervise and control such academy, and is invested with all powers necessary or desirable for carrying out the educational program contemplated in this Agreement.

B. Contract. The Academy hereby contracts with EDC, to the extent permitted by law, for the provision of all labor, materials, equipment and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of

the Academy in accordance with the educational goals, curriculum, methods of pupil assessment, admission policy and criteria, school calendar and school day schedule, age and grade range of pupils to be enrolled, educational goals, and method to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the Board of the Academy and included in the Contract between the Academy and GVSU.

C. Status of the Parties. EDC is a for-profit Michigan corporation, and is not a division or a part of the Academy. The Academy is a body corporate and governmental entity authorized by the Code, and is not a division or part of EDC. The relationship between EDC and the Academy is based solely on the terms of this Agreement, and the terms of any other written agreements between EDC and the Academy.

ARTICLE II

TERM

A. Term. This Agreement shall be effective as of July 1, 1996 and unless otherwise renewed or terminated pursuant to this Agreement shall end on June 30, 2001. The first academic year of this Agreement shall be from September 1, 1996 to June 30, 1997, and each academic year thereafter shall commence on July 1 and end on June 30 of the following year.

B. Renewal. This Agreement shall automatically renew for an additional term of one year, and from year to year thereafter, unless written notice of intent to terminate or re-negotiate is given by either party not less than 60 days prior to June 30th of the fifth year of the agreement, or to any subsequent June 30th if the agreement has been renewed.

ARTICLE III

FUNCTIONS OF EDC

A. Responsibility. EDC shall be responsible and accountable to the Board for the administration, operation and performance of the Academy. EDC's responsibility is expressly limited by: (i) the budget EDC and the Academy agree upon pursuant to the terms of this Agreement, and (ii) the availability of state funding to pay for said services. Neither EDC nor the Academy shall be required to expend Academy funds on services in excess of the amount set forth in the Academy budget. EDC shall not be obligated to provide any services under this Agreement unless a minimum of (i) 200 students are enrolled prior to the opening day of any respective Academy school year, and (ii) 25 students are enrolled in grades kindergarten through 5th, respectively.

B. Educational Program. The educational program and program of instruction provided by EDC at the Academy has been described in detail in the Application (the "Educational Program"). The Educational Program has been reviewed and approved by the Board, and by unanimous resolution of the Board adopted for use at the Academy. The Educational Program may be adapted and modified by EDC from time to time, it being understood that an essential principal of this Educational Program is its flexibility, adaptability

and capacity to change in the interest of continuous improvement and efficiency, and that the Academy and EDC are interested in results and not in inflexible prescriptions. Any substantial adaptation or modification of the Educational Program shall be subject to the prior approval of the Board, and if required under the Contract, by GVSU.

C. Specific Functions. EDC shall be responsible for all of the management, operation, administration, and education at the Academy. Such functions include, but are not limited to:

1. Implementation and administration of the Educational Program, including the selection and acquisition of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs (EDC may at its discretion use the Academy's tax exempt and tax identification number in contracts with the Academy for these purchases, or alternatively provide said items in its own name). Assets provided, or caused to be provided, to the Academy by EDC shall remain the property of EDC or the providing entity unless agreed in writing to the contrary.

2. Management of all personnel functions, including professional development for the School Administrator and all instructional personnel and the personnel functions outlined in Article VI.

3. Control, maintenance and operation of the school building, which the Board shall lease or otherwise provide to EDC, and the installation of technology integral to the school design.

4. All aspects of the business administration of the Academy.

5. Transportation and food service, if any is provided, for the Academy.

6. Any other function necessary or expedient for the administration of the Academy.

D. Subcontracts. EDC reserves the right to subcontract any and all aspects of all services it agrees to provide to the Academy, including, but not limited to transportation and/or food service. However, EDC shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or with approval of the Board.

E. Place of Performance. EDC reserves the right to perform functions other than instruction, such as purchasing, professional development, and administrative functions, off-site, unless prohibited by state or local law.

F. Student Recruitment. EDC and the Board shall be jointly responsible for the recruitment of students subject to agreement on general recruitment and admission policies. Students shall be selected in accordance with the procedures set forth in the Contract and in compliance with the Code and other applicable law.

G. Due Process Hearings. EDC shall provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Academy's own obligations. The Academy shall retain the right to provide due process as required by law.

H. Legal Requirements. EDC shall provide educational programs that meet federal, state, and local requirements, and the requirements imposed under the Code and the Contract, unless such requirements are or have been waived, but the Academy shall interpret state and local regulations liberally to give EDC flexibility and freedom to implement its educational and management programs.

I. Rules & Procedures. EDC shall recommend reasonable rules, regulations and procedures applicable to the Academy and is authorized and directed to enforce such rules, regulations and procedures adopted by the Academy.

J. School Year and School Day. The school year and the school day shall be as provided in the Application for the Contract submitted to and approved by GVSU.

K. Reporting/Authority. EDC shall be responsible for and accountable to the Board for student academic performance and the performance of EDC's responsibilities as set forth herein. EDC shall provide information to the Board on a quarterly basis to enable the Board to reasonably monitor the students' academic performance and EDC's performance under this Agreement. EDC shall also have all authority and power necessary to undertake its responsibilities described in this Agreement except in the case(s) wherein such power may not be delegated by law. If such cases occur, the Academy shall be responsible for providing appropriate guidance to EDC.

L. Start-up Funds. EDC may in its discretion advance to the Academy and/or incur on behalf of the Academy reasonable start-up funds, including by way of illustration and not as a limitation, funds for administration and teachers' salaries, legal fees, development of a curriculum, technology system and school operations plan, recruiting, marketing, selecting and pre-service training of staff members, and cleaning, fixing, and equipping the Academy building and related facilities. The repayment of funds so advanced shall be as set forth in Article V of this Agreement.

M. Unusual Events. EDC agrees to timely notify the Board and/or school administrator of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect the Academy in complying with its responsibilities hereunder.

ARTICLE IV

OBLIGATIONS OF THE BOARD

A. Good Faith Obligation. The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the recommendations of EDC, including but not limited to, EDC's recommendations concerning policies, rules, regulations, procedures, curriculum, and budgets, subject to constraints of law and requirements of the Contract with GVSU. The Board shall retain the authority, as provided in Section 1300 of the Code, to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Academy, including regulations relative to the conduct of pupils while in attendance at the Academy or enroute to and from the Academy. The Board shall further retain the obligation, as provided in Section 1274 of the Code, to adopt written policies governing the procurement of supplies, materials, and equipment.

B. Assistance to EDC. The Academy shall cooperate with EDC in furnishing all information and submitting all forms and reports required in association with this Agreement. The Academy shall timely furnish EDC all documents and records necessary for EDC to properly perform its responsibilities under this Agreement.

C. Unusual Events. The Academy agrees to timely notify EDC of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect EDC in complying with its responsibilities hereunder.

D. EDC Office Space. For the term of this Agreement, suitable office space shall be provided at the Academy without cost for EDC personnel and subcontractors. The office space shall be used by EDC only for EDC activities related to the Academy. The Academy shall also provide EDC, upon EDC's request, with an additional room to be used for activities related to the Academy.

ARTICLE V

FINANCIAL ARRANGEMENTS

A. Compensation for Services.

1. For the term of this Agreement, the Board shall pay EDC an annual capitation fee, based upon the per pupil expenditures (PPE) that the Board receives from all sources for the particular students enrolled in the Academy, less the amount payable by the Academy to GVSU for oversight of the Academy's charter. The PPE shall change according to overall changes in the student allocations by the State of Michigan. EDC shall receive as compensation for its services ninety-eight percent (98%) of the Academy's net PPE (after deducting the amount payable to GVSU by the Academy for the Academy's charter) as its annual capitation fee.

2. From the proceeds received, it is intended that EDC shall have sufficient funds and shall pay (i) all costs of the services and educational programs which EDC provides to the Academy pursuant to this Agreement in accordance with the terms of the budget, (ii) Academy expenses which are reflected on the budget or which have been mutually agreed upon by EDC and the Academy in advance, and (iii) leasehold and other obligations incurred by the Academy under the terms of its real property lease, inclusive of capital improvements and repairs as agreed to by EDC and the Board. The balance of the proceeds, if any, shall belong to and be the property of EDC. Subject to the budget and the mutual agreement between the Academy and EDC as to the nature of the expense, and the actual amounts and terms, the type of Academy expenses which shall be paid out of the annual capitation fee by EDC shall include, but not be limited to, land contract payments, lease payments, advances made to the Academy by EDC pursuant to this Agreement, reasonable amounts to cover the cost of insurance premiums to provide public officers' and directors' liability and/or fiduciary insurance, public liability insurance; and fees for auditing or legal services as the Board may require from time to time. Fees for legal services shall be exclusive of any claims, suits or allegations by or on behalf of the Academy, the Board or Board members against EDC or EDC's agents, employees, officers directors or shareholders. It is expressly agreed that EDC is not liable to third parties for Academy expenses; rather, those Academy expenses reflected in the Academy's budget or mutually agreed to by EDC are to be paid by EDC on behalf of the Academy out of the annual capitation fee proceeds received by EDC.

B. Payment.

1. **Services.** EDC shall receive its fee for its management and operational services concurrently with receipt by the Academy of its monthly PPE funds. It is anticipated that EDC will be paid monthly over nine months starting with October and ending with June. The exact date of each monthly payment, and the amount of each monthly payment, may vary depending upon the timing and the amount of the funds received each month by the Academy.

2. **Advances.** Unless otherwise agreed to in writing by EDC and the Academy, all advances made by EDC to or on behalf of the Academy for procurement of services, salaries, repairs/remodeling, legal fees, start-up costs, or for any other reason other than procurement of equipment, shall be repaid in equal monthly installments, together with interest at a fixed rate equal to 2% over Old Kent Bank's prime rate in effect as of the date of the advance (or at such other rate as is mutually agreed upon between EDC and the Academy), based upon a term mutually agreed upon. However, in no event shall the term exceed the remaining term of this Agreement unless otherwise agreed to in writing by EDC. In the event that this Agreement is terminated, for any reason, any advance balance and accrued interest shall be immediately payable to EDC. To the extent permitted by law, the Academy agrees to, and hereby does, grant EDC a first security interest in all assets owned by the Academy. The pledged Academy assets shall secure the Academy's obligations to EDC under this Agreement, and all amendments and modifications hereto, whether said obligations now exist or are hereafter created. Said security interest shall continue in effect subsequent to the termination or expiration of this Agreement until such time as all obligations are satisfied in full.

C. Availability of Funds. Notwithstanding any other term or provision in this Agreement to the contrary, EDC shall not be directly or indirectly liable to any third party for any cost or expense incurred by the Academy and EDC shall only be required to perform its responsibilities under this Agreement to the extent that EDC has received and has available revenues to make payments required by the terms of this Agreement.

D. Other Revenue Sources. In order to supplement and enhance the state school aid payments, and improve the quality of education at the Academy, the Board and EDC shall endeavor to obtain revenue from other sources. In this regard:

1. The Academy shall solicit and receive grants and donations consistent with the mission of the Academy;

2. The Academy and/or EDC may apply for and receive grant money, in the name of EDC or the Academy; and

3. To the extent permitted under the Code, EDC may charge fees to students for extra services such as summer and after school programs, athletics, etc., and charge non-Academy students who participate in such programs.

All funds received by EDC or the Academy from such other revenue sources shall inure to and be deemed the property of the party which solicited and/or obtained the funds except as otherwise agreed by the parties in writing.

E. Other Public School Academies. The Academy acknowledges that EDC may enter into similar management agreements with other public school academies. EDC shall maintain separate accounts for reimbursable expenses incurred on behalf of the Academy and other public school academies, and only charge the Academy for expenses incurred on behalf of the Academy. If EDC incurs authorized reimbursable expenses on behalf of Academy and other public school academies which are incapable of precise allocation between such academies, then EDC shall allocate such expenses among all such academies, including the Academy, on a pro rata basis based upon the number of students enrolled at such academies, or upon such other equitable basis as is acceptable to the parties. All grants or donations received by the Academy, or by EDC for the specific benefit of the Academy, shall be maintained in separate accounts and used solely for the Academy.

F. Financial Reporting. EDC shall provide the Board with:

1. A projected annual budget prior to opening the Academy and with a projected annual budget prior to each school year thereafter in accordance with the terms of the Academy's contract with GVSU. All budgets are subject to the approval of the Board.

2. Detailed statements of all revenues received, from whatever source, with respect to the Academy, and detailed statements of all direct expenditures for services rendered to or on behalf of the Academy, whether incurred on-site or off-site, upon request.

3. Annual audits in compliance with state law and regulations showing the manner in which funds are spent at the Academy.

4. Reports on Academy operations, finances and students performance, upon request, but not less frequently than four (4) times per year.

G. Access to Records. EDC shall keep accurate financial records pertaining to its operation of the Academy, together with all Academy financial records prepared by or in the possession of EDC, and retain all of said records for a period of five (5) years from the close of the fiscal year to which such books, accounts and records relate. EDC and the Academy shall maintain the proper confidentiality of personnel, students and other records as required by law. All Academy financial records retained by EDC pertaining to the Academy shall be available to either the Academy or GVSU for inspection and copying upon reasonable request.

ARTICLE VI

PERSONNEL & TRAINING

A. Personnel Responsibility. EDC shall have the sole responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline and transfer personnel, consistent with state and federal law, and consistent with the parameters adopted and included within the Educational Program.

B. School Administrator. The accountability of EDC to the Academy is an essential foundation of this Agreement. Since the responsibility of the Academy school administrator is critical to the Academy's success, EDC shall have the authority, consistent with state law, to select and supervise each school administrator and to hold the school administrator accountable for the success of the Academy. The school administrator may be employed by the Academy or by EDC, at EDC's discretion. The duties of the school administrator, and the terms of the school administrator's employment contract, shall be determined by EDC subject to approval by the Board. The school administrator shall be accountable to EDC for the performance of the Academy, and shall work with EDC in conjunction with the operation and management of the Academy. Since the selection and performance of the school administrator is essential to the success of the Academy, the Board's failure to adopt/ratify EDC's recommendations with respect to the school administrator shall constitute a material breach of this Agreement.

C. Teachers. EDC shall determine the number of teachers, and the applicable grade levels and subjects, required for the operation of the Academy. EDC shall provide the Academy with such teachers, qualified in the grade levels and subjects required, as are required by the Academy. Such teachers may, in the discretion of EDC, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, such teachers may also work at other schools managed or operated by EDC. Each teacher assigned or retained to the Academy shall hold a valid teaching certificate issued by the state board of education under the Code, to the extent required under the Code.

D. Support Staff. EDC shall determine the number and the functions of support staff required for the operation of the Academy. EDC shall provide the Academy with qualified staff to efficiently operate the Academy's school. The support staff may, in the discretion of EDC, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, the support staff may also work at other schools managed or operated by EDC.

E. Employer of Personnel. EDC, subject to Board approval, shall select the personnel who perform services at the Academy and determine if they shall be employees of the Academy or of EDC. The parties anticipate that virtually all of the staff will be employees of EDC, but such determination may change from time to time. Compensation of all employees of the Academy shall be paid in accordance with Article V(A)(2). For purposes of this Agreement, compensation shall include salary, fringe benefits, and state and federal tax withholdings.

F. Training. EDC may provide training in its methods, curriculum, program, and technology to all teaching personnel. Non-instructional personnel shall receive such training as EDC determines reasonable and necessary under the circumstances.

G. Educational Consultant. The Board may retain at its own expense an educational consultant to review the operations of the Academy and the performance of EDC under this Agreement. Such consultant shall be selected and retained by the Board. EDC shall cooperate with such consultant in the performance of his or her responsibilities to the Board. Notwithstanding anything contained in this Article VI or elsewhere in this Agreement to the contrary, EDC shall have no authority to select, evaluate, assign, supervise or control any consultant retained by the Board.

ARTICLE VII

ADDITIONAL PROGRAMS

A. Additional Programs. The services provided by EDC to the Academy under this Agreement consist of the Educational Program during the school year and school day, and age and grade level, as set forth in the Contract, as such school year, school day, and age and grade level may change from time to time. EDC may, in its discretion, provide additional programs, including, but not limited to, pre-kindergarten, summer school and latch-key programs. In such event, EDC may retain the full amount of any and all revenue collected from or for such additional programs, and EDC shall be responsible for the full cost of providing such additional programs.

B. Food Service and Transportation. EDC may, in its discretion, provide food service and/or transportation services to students at the Academy. In such event, EDC may retain all revenue collected from or for the food and/or transportation services, and EDC shall be responsible for the full cost of providing such services.

ARTICLE VIII

TERMINATION OF AGREEMENT

A. Termination.

1. **By EDC.** EDC may terminate this Agreement prior to the end of the terms specified in Article II in the event the Board fails to remedy a material breach within 30 days after notice from EDC. A material breach includes, but is not limited to, EDC's failure to receive for any reason compensation or reimbursement as required by the terms of this Agreement.

2. **By Academy.** The Academy may terminate this Agreement prior to the end of the terms specified in Article II in the event that EDC shall fail to remedy a material breach within 30 days after notice from the Board. Material breach includes, but is not limited to: (i) failure to account for its expenditures or to pay Academy operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules, regulations or curriculum duly adopted by the Board which are not in violation of the Contract, this Agreement, or law, or (iii) receipt by the Board of unsatisfactory reports from EDC or from an educational consultant retained by the Board about matters concerning EDC's performance or the performance of the staff which are not adequately corrected or explained.

3. **By Either Party.** Either party may terminate this Agreement for any reason upon giving not less than 60 days notice to the other party.

B. Termination/Expiration.

1. **Effective Date of Termination.** In the event this Agreement is terminated by either party prior to the end of the term specified in Article II, absent a material breach or unusual and compelling circumstances, the termination will not become effective until the end of the academic year following the notice of termination.

2. **Removal of personal property.** Upon termination or expiration of this Agreement, for any reason, EDC shall have the right to remove all property (i) owned, leased, guaranteed or provided by EDC, inclusive of any personal property which the Academy has the right to purchase to the extent the purchase price is not paid in full for all of the property being acquired by the Academy within ten (10) days from the effective date of termination or expiration of this Agreement, and (ii) any personal property pledged by the Academy to EDC.

3. **Future Advances/Out-of-Pocket Expenses.** Upon termination or expiration of this Agreement, for any reason, all future advances or out-of-pocket expenses paid by EDC shall be immediately repaid by the Academy unless otherwise agreed in writing by EDC.

C. **Transition.** In the event of termination of this Agreement for any reason by either party prior to the end of the Agreement's term, EDC shall provide the Academy reasonable assistance for up to 90 days to assist in the transition back to a regular school program.

ARTICLE IX

PROPRIETARY INFORMATION

A. **Proprietary Information.** To the extent permitted by law, the Academy agrees that EDC shall own all copyright and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed by EDC, its employees, agents or subcontractors, or by any individual working for or supervised by EDC, which is developed during working hours or during time for which the individual is being paid. EDC shall have the sole and exclusive right to license such materials for use by other school districts, public school academies, private schools, or customers or to modify and/or sell such material to other schools and customers. During the term of this Agreement, EDC may disclose such proprietary information, including that which is currently in existence as well as that which may be created in the future. The Academy shall treat all such proprietary information as though it were a trade secret and copyrighted, and shall use efforts as may be reasonably requested by EDC so as not to disclose, publish, copy, transmit, modify, alter or utilize such proprietary information during the term of this Agreement or at any time after its expiration other than to the extent necessary for implementation of this Agreement. The Academy shall use such efforts as may be reasonably requested by EDC to assure that no Academy personnel or agent disclose, publish, copy, transmit, modify, alter or utilize EDC's proprietary information.

B. **Required Disclosure.** The Academy shall be permitted to report any new teaching techniques or methods or significant revisions to known teaching techniques or methods to GVSU and to the State Board of Education, which teaching techniques or methods may thereafter be made available to the public, as provided in Sections 505(3) and 515(3) of the Code, notwithstanding anything contained in this Article IX to the contrary.

ARTICLE X

INDEMNIFICATION

A. **Indemnification.** Each party to this Agreement does hereby indemnify and hold harmless the other, and GVSU, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) the negligence of the other party, (ii) any action taken or not taken by the other party, or (iii) any noncompliance or breach by the other party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. Such

indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree.

B. Limitations of Liabilities. The Academy shall assert all immunities and statutory limitations of liability in connection with any claims arising hereunder, and shall not waive any immunities or limitations without the prior written consent of EDC.

ARTICLE XI

INSURANCE

A. Insurance Coverage. The Academy shall maintain general liability insurance in the amount of One Million Dollars (\$1,000,000.00) per occurrence, with EDC listed as an additional insured. In addition, the Academy shall maintain an umbrella liability policy of two million dollars (\$2,000,000.00) with EDC listed as an additional insured. The building and related capital facilities remain the responsibility of the Board and the Board shall cover its property with insurance. The Board shall also maintain such insurance in an amount and on such terms as are reasonably acceptable to EDC as shall be necessary to indemnify EDC as provided in this Agreement. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each party shall comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

B. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance as required by law, covering their respective employees.

C. Limitations of Liabilities. The Academy shall assert all immunities and statutory limitations of liability in connection with any claims arising hereunder, and shall not waive any of such immunities or limitations without the prior written consent of EDC.

ARTICLE XII

WARRANTIES AND REPRESENTATIONS

A. Academy Warranties and Representations. The Academy represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

B. EDC Warranties and Representations. EDC warrants and represents that it is a corporation in good standing and is authorized to conduct business in the State of Michigan. EDC will comply with all registration and licensing requirements relating to conducting business under this Agreement. The Academy agrees to assist EDC in applying for such licenses and permits and in obtaining such approvals and consents.

C. **Mutual Warranties.** The Academy and EDC mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XIII

MISCELLANEOUS

A. **Sole Agreement.** This Agreement supersedes and replaces any and all prior agreements and understandings between the Academy and EDC.

B. **Cross Default.** EDC and the Academy expressly acknowledge and agree that a default by the Academy under the terms of this Agreement, or any amendments or modifications thereto, shall constitute and be deemed a default under any other obligations of the Academy to EDC, whether evidenced by a lease, promissory note, land contract or any other instrument. Further, any default by the Academy in any other obligation of the Academy to EDC shall constitute a default by the Academy under this Agreement. In the event of a default, EDC shall be entitled to all remedies available to it under any of the agreements entered into between EDC and the Academy as well as all legal and equitable remedies available to EDC.

C. **Force Majeure.** Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement under Article 6 if sufficient grounds exist as required by said Article 6.

D. **State Governing Law/Waiver of Jury Trial.** The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Michigan. EDC and the Academy hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either EDC or the Academy against the other.

E. **Agreement in Entirety.** This Agreement (including Attachments) constitutes the entire agreement of the parties.

F. **Official Notices.** All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number or address set forth below. Notice may be given by (i) by facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal

delivery, or upon the date of postmark if sent by certified or registered mail. The address of the parties hereto for the purposes aforesaid shall be:

THE ACADEMY: Vanderbilt Charter Academy
Attn: (School Administrator)
301 West 16th Street
Holland, Michigan 49423
Telephone: (616) _____
Facsimile: (616) _____

with a copy to:

Candace L. Sorensen
1700 Tammarron, S.E.
Grand Rapids, MI 49546-9700
Telephone: (616) 682-0110
Facsimile: (616) 682-0110

EDC: Educational Development Corporation
Attn: John R. Grant
1007 Parchment Drive, S.E.
Grand Rapids, Michigan 49546
Telephone: (616) 957-9060
Facsimile: (616) 957-9002

GRAND VALLEY
STATE UNIVERSITY: Grand Valley State University
Attn: J. Patrick Sandro
Special Assistant to the President for Charter Schools
119 AuSable Hall
Allendale, MI 49401

G. Assignment. This Agreement shall not be assigned by EDC without the prior consent in writing of the Academy (which consent shall not be unreasonably withheld) or by the Academy without the prior consent in writing of EDC (which consent shall not be unreasonably withheld), provided that EDC may, without the consent of the Academy, delegate the performance of but not responsibility for any duties and obligations of EDC hereunder to any independent contractor, expert or professional adviser. Notwithstanding the foregoing, EDC may assign its rights and responsibilities under this Agreement, with or without the consent of the Academy, to a third person or entity provided that EDC and/or J.C. Huizenga, individually, retains for a minimum of one calendar year not less than a ten percent (10%) ownership interest in the business and/or entity to which this Agreement is signed.

H. Amendment. This Agreement shall not be altered, amended, modified or supplemented except by memorandum approved by the Board and signed by both the President of the Academy and authorized officer of EDC.

I. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

J. Cost and Expenses. If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party reasonable attorneys' fees and costs of suit.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

Date: 9-30, 1996

EDUCATIONAL DEVELOPMENT
CORPORATION

By: [Signature]
J.C. Huizenga
Its: PRESIDENT

Date: Sept 26th, 1996

VANDERBILT CHARTER ACADEMY

By: [Signature]
Its: Director

FIRST AMENDMENT TO THE MANAGEMENT CONTRACT

THIS FIRST AMENDMENT TO THE MANAGEMENT CONTRACT is entered into on this 6th day of FEBRUARY, 2002, by and between VANDERBILT CHARTER ACADEMY, a public school academy ("Academy") and NATIONAL HERITAGE ACADEMIES, INC., f/k/a Educational Development Corporation, Inc., a Michigan corporation ("NHA").

RECITALS

The Academy is a charter school, organized as a public school academy under the Michigan School Code by the Board of Trustees of Grand Valley State University ("GVSU") to operate a public school academy, with GVSU as the authorizing body.

The Academy and GVSU have entered into a Charter School Contract dated August 13, 1996 and renewed on June 18, 2001 (the "Charter Contract").

The Academy and NHA have entered into a Management Agreement dated September 30, 1996 (the "Management Agreement").

The Academy and NHA now desire to amend the Management Agreement to reflect the changes made to the Charter Contract.

THEREFORE, it is mutually agreed as follows:

1. **ARTICLE XIII – MISCELLANEOUS**, shall be amended to include the following language:

K. **Compliance with Charter Contract.** The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter Contract pursuant to Section 11.13 of the Charter Contract dated June 18, 2001.

2. **Effect.** All of the terms and conditions of the Management Agreement, as amended above, shall continue in full force and effect.

ACADEMY:

Vanderbilt Charter Academy
a Public School Academy

By: 

Its: PRESIDENT

NHA:

National Heritage Academies, Inc.,
a Michigan corporation

By: 

Its: Peter G. Ruppert

SCHEDULE 7

ACADEMY SPECIFIC INFORMATION & EDUCATIONAL PROGRAM

SCHEDULE 7-1

EDUCATIONAL GOALS AND PROGRAMS

EDUCATIONAL GOALS

Standards for Schools Serving from Kindergarten to Eighth Grade:

Standard #1: On the average of all MEAP tests administered or successor state test administered, the public school academy will meet or exceed the performance of its select peer district. A select peer district is the school district Grand Valley State University identifies as a reasonable comparison district for the public school academy.

Standard #2: On the average of all MEAP tests or successor state test administered, the public school academy will meet or exceed the performance of its compositional peer district. The comparison scores for the compositional peer district are populated by the weighted total of MEAP scores from those districts in which the PSA's students physically reside.

Standard #3: The public school academy will not average more than one-half a standard deviation below GVSU's MEAP or successor state test/Free-Reduced Lunch regression model for all grades and subjects included in the model.

Standard #4: The Fall to Spring growth rate of each grade and subject for which the administered nationally norm-referenced test is designed will fall at the fiftieth percentile or higher..

Date:

5/4/11


Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Vanderbilt Board of Directors at a properly noticed open meeting held on the 4 day of May, 2011, at which a quorum was present.


Board Secretary

SCHEDULE 7-2

CURRICULUM

National
Heritage
Academies®



Curriculum Guide

Michigan

Kindergarten – Grade 8



Curriculum Guide

Michigan

Kindergarten

KINDERGARTEN
English Language Arts Learning Objectives
Michigan Alignment

NATIONAL HERITAGE ACADEMIES CURRICULUM
MICHIGAN ALIGNMENT
English Language Arts

NHA EXEMPLARS	Michigan Grade-Level Content Expectations
<p><i>READING</i> Concepts of Print, Word Recognition, Fluency and Vocabulary Development The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently Comprehension The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction Informational Text The student will apply a range of reading skills and strategies to read and comprehend informational text Literary Response and Analysis The student will apply a range of reading skills and strategies to read from a wide variety of literary genres and make text-to-text, text-to-self, and text-to- world connections</p> <p><i>WRITING</i> Writing Process The student will apply a variety of skills and strategies to plan, draft, revise, edit and publish written work Writing Applications The student will practice different types of writing to communicate ideas, concepts, emotions and descriptions to the reader Research The student will employ appropriate methods and resources to research and report on an inquiry topic</p> <p><i>LANGUAGE USAGE</i> Language Usage and Conventions The student will apply the conventions of grammar, spelling, punctuation, and capitalization in their own writing and conventions of grammar while speaking</p> <p><i>SPEAKING, LISTENING, AND VIEWING</i> Speaking The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing Listening and Viewing The student will apply critical listening and viewing skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information</p>	<p><i>READING</i> Word Recognition and Word Study <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Word Recognition • Vocabulary Fluency Narrative Text Informational Text Comprehension Metacognition Critical Standards Reading Attitude</p> <p><i>WRITING</i> Genre Process Personal Style Grammar and Usage Spelling Handwriting Writing Attitude</p> <p><i>SPEAKING</i> Conventions Discourse</p> <p><i>LISTENING AND VIEWING</i> Conventions Response</p>

NHA ELA Exemplar: Concepts of Print, Word Recognition, Fluency, and Vocabulary Development

The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently.

Kindergarten

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Kindergarten
<ul style="list-style-type: none"> Automatically recognize grade-level sight and frequently-used words, steadily increasing the number of words that can read fluently throughout the year (e.g. a, the, I , my, is, are; words for persons, places, things, and actions; own first and last name; and names of family members) Recognize that words are composed of sounds that are blended together to form words that have meaning Demonstrate understanding of the alphabetic principle-that sounds in words are expressed as letters of the alphabet Demonstrate an understanding that the sequence of letters in a word represents the sequence of sounds in the spoken word Distinguish between print and illustrations Recognize that the purpose of print is to provide information or to tell a story Demonstrate book knowledge by: holding a book the right side up; knowing the pages are read front to back and left to right; identifying the front cover, back cover, and title page Identify the title, name of the author, and name of the illustrator of a book Distinguish between letters and words by recognizing that words are separated by spaces Recognize that sentences are made up of separate words Demonstrate matching oral words to printed words while reading familiar text read aloud Follow words from left to right and from top to bottom on a printed page Recognize and name all upper and lower case letters of the alphabet Match all consonant sounds to the appropriate letters Use basic phonetic analysis to decode simple CVC words (e.g. letter/sound relationships, onsets and rimes, common short and long vowel sounds, word families) Distinguish the beginning and ending sound of single-syllable words Identify and create spoken words that rhyme Listen to and identify the changes in spoken syllables or one-syllable words when a phoneme is added, deleted, substituted, or moved Blend phonemes into one-syllable (CVC) words Listen to different words and tell whether the beginning (onset) or end (rime) sounds are alike or different Count the number of phonemes in spoken words (may use manipulatives) Segment spoken words into individual phonemes (may use manipulatives) Count the number of syllables in a spoken word (may use tapping, clapping, snapping, counting, etc.) Use letter/sound knowledge, (phonics), language patterns (syntactic), and picture clues (semantic) to predict the meaning of unknown words Read words that have simple inflectional endings (e.g. cats, jumped, walking) Classify words into categories (e.g. color words, number words, foods, etc.) Use a beginner's or picture dictionary to find the meaning of words Recognize and know the meaning of common signs and symbols encountered daily in the environment (e.g. stop sign, store or company logos, exit sign, boys' or girl' bathroom signs, etc.) 	<p>Word Recognition and Word Study</p> <p>R.WS.00.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion</p> <p>R.WS.00.02 Recognize that words are composed of sounds blended together and carry meaning</p> <p>R.WS.00.03 Understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet</p> <p>R.WS.00.04 Use grapho-phonemic awareness (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants</p> <p>R.WS.00.05 Automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print</p> <p>R.WS.00.06 Make progress in automatically recognizing a few of the 220 Dolch basic sight words</p> <p>R.WS.00.07 Follow familiar written text while pointing to matching words</p> <p>R.WS.00.08 Narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and pictures clues (semantic)</p> <p>R.WS.00.09 Know the meaning of words encountered frequently in grade-level reading and oral language contexts</p> <p>R.WS.00.10 In context, determine the meaning of a few words, familiar and repeated phrases, including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction, and other people</p> <p>R.FL.00.01 Automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print</p>

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| <ul style="list-style-type: none">• Learn new words through listening, reading, and explicit instruction, including word categories and grade-level words; use new words in speech and writing• Read simple decodable texts, patterned texts, or predictable texts independently• Reread familiar stories, poems, and passages aloud independently or in groups, modeling the appropriate expression, timing, and intonation | |
|--|--|

NHA ELA Exemplar: Comprehension

The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction.

Kindergarten

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Kindergarten
<ul style="list-style-type: none"> • Read from a variety of genres and authors and for different purposes (e.g., for information, for understanding, for enjoyment) • Select different types of text to read independently • Apply before, during and after reading comprehension strategies (e.g. activating prior knowledge, predicting, asking questions, visualizing, making connections, and drawing conclusions) • Preview text (e.g. view pictures, title) • Make predictions about what will be found in text (e.g. use prior knowledge, illustrations, titles, captions, story patterns) • Use one or two comprehension strategies when text does not make sense (e.g. looking back, asking questions, predicting) • Demonstrate comprehension of text by responding to questions (e.g. who?, what?, where?, why?) • Recognize the main idea of a text, with assistance • Recall the main ideas of a text in sequence • Discuss or write about what has learned from reading a text • Show familiarity with a variety of genres (e.g. picture books, stories, poems, nursery rhymes, songs, finger plays, non-fiction) • Read both student- and teacher-selected texts from a variety of genres , forms, and authors; select appropriate texts for specific purposes from classroom, school, and public libraries 	<p>R.CM.00.01 Begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses</p> <p>R.CM.00.02 Retell up to three events from familiar text using their own words or phrasing</p> <p>R.CM.00.03 Begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts</p> <p>R.CM.00.04 Apply significant knowledge fro grade-level science, social studies, and mathematics texts</p> <p>R.MT.00.01 Self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations</p> <p>R.MT.00.02 Construct and convey meaning using strategies including story grammar to identify the author’s perspective (e.g. first, second, and third person) and sorting and ordering information</p> <p>GLCEs Not Specifically Addressed</p> <p>R.AT.00.01 Become enthusiastic about reading and learning how to read</p> <p>R.AT.00.02 Choose books, book activities, word play, and writing on their own during free time in school and at home</p>

NHA ELA Exemplar: Informational Text

The student will apply a range of reading skills and strategies to read and comprehend informational text.

Kindergarten

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Kindergarten
<ul style="list-style-type: none">Identify the difference between fiction and non-fiction and give examples of informational text (e.g. environmental print, picture books)Find the title, author, and illustrator of a bookUse pictures or illustrations in text to enhance comprehensionUse and interpret information found in simple charts or graphsRetell information in text in own wordsRecall main ideas of textRead text to find information, to answer questions, or solve problemsConnect what has been read with prior knowledge and experiencesListen to and discuss a text related to a Moral Focus themeFollow simple one-step oral and written directions	<p>R.IT.00.01 Identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books</p> <p>R.IT.00.02 With teacher guidance, discuss informational text patterns including descriptive and sequential</p> <p>R.IT.00.03 Explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns</p> <p>R.IT.00.04 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning and make connections</p>

NHA ELA Exemplar: Literary Response and Analysis

The student will apply a range of reading skills and strategies to read from a wide variety of literary genres and make text-to-text, text-to-self, and text-to-world connections.

Kindergarten

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Kindergarten
<ul style="list-style-type: none"> • Read, listen to and respond to literature from a wide range of genres, authors, cultures, and themes • Explain the difference between fantasy and reality • Identify a variety of genres (e.g. picture books, fairy tales, nursery rhymes, poetry, songs, stories) • Recognize patterns in poems, songs, and stories • Demonstrate a sense of story by identifying basic elements (e.g. beginning, middle, and end; characters; details; setting) • Identify characters, setting and important events in stories • Make predictions about what will happen next in a story • Retell a story listened to or read, including the beginning middle and end (e.g. retell by speaking, writing, role-playing, using props or toys, etc.) • Identify basic plot concepts of a story (e.g., main problem, resolution, sequence of events) • Identify the setting of a story (time and place) • Make connections between personal experience and themes or messages in a story • Respond to a story related to a Moral Focus theme by making text-to-self and text-to-world connections • Compare and contrast stories listened to or read 	<p>R.NT.00.01 Become familiar with classic, multicultural, and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world</p> <p>R.NT.00.02 Identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry, and songs</p> <p>R.NT.00.03 Discuss setting, characters, and events in narrative text</p> <p>R.NT.00.04 Identify how authors/illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters</p> <p>R.NT.00.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections</p>

NHA ELA Exemplar: Writing Process

The student will apply a variety of skills and strategies to plan, draft, revise, edit, and publish written work.

Kindergarten

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Kindergarten
<ul style="list-style-type: none"> • Write for different purposes (to describe people, places, objects, or events; to tell stories; and to communicate ideas) • Use naming words, descriptive words, and action words in writing • Write using pictures, letters, and words (phonetically spelled) • Discuss ideas for stories • Use prewriting strategies to organize related ideas (e.g. lists, webs, pictures) • Draft compositions that have a sequence of events and a clear beginning, middle, and end • Use correct sentence structures in writing • Demonstrate a developing personal voice and style in writing (e.g. describing words, illustrations, exclamatory words or phrases; varied sentence types) • Reread and revise writing to improve meaning and clarity • Use constructive comments and suggestions from peers and teachers to revise writing • Edit own writing to improve conventions (e.g. grammar, spelling, punctuation, spelling, complete sentences, word order) using grade appropriate resources (e.g. word wall, beginner's dictionary, editing checklist) • Publish a final draft that is legible, error-free, and follows appropriate format • Share the process of writing with others (e.g. whole class, pairs, small groups) • Share written products with others (e.g., conferencing, author's chair, presentations, bookmaking, discussions) • Use a computer to publish writing • Maintain a portfolio that includes informational, imaginative, evaluative, and informal writing and drawings selected by both the teacher and the student 	<p>W.PR.00.01 With teacher assistance, consider the audience's reaction as they plan narrative or informational writing</p> <p>W.PR.00.02 Brainstorm to generate and structure ideas for narrative or informational writing</p> <p>W.PR.00.03 Draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures and drawings</p> <p>W.PR.00.04 Attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning</p> <p>W.PS.00.01 Develop originality in oral, written, and visual messages in both narrative (e.g. natural language, expressed sentiment, original ideas) and informational writing (e.g. listing, naming, describing)</p> <p>R.CS.00.01 Recognize how to assess personal writing and the writing of others with teacher supervision</p>

NHA ELA Exemplar: Writing Applications

The student will practice different types of writing to communicate ideas, concepts, emotions, and descriptions to the reader.

Kindergarten

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Kindergarten
<ul style="list-style-type: none"> • Draw pictures and write words for a variety of purposes (e.g. stories, picture books, friendly letters, invitations, informational writing) • Use informal writing for various purposes (e.g. notes, labels, poems, during play) • Dictate a story or other information to another person • Copy words, phrases, and sentences from books, signs, charts, or own dictation • Write personal narratives (autobiographical) that: tell about an experience; show a sequence of events; includes illustrations; use words or word-like clusters) • Draw and write simple narratives that: have a beginning, middle, and end; show a sequence of events; use words and/or drawings • Write simple poems based on published works with teacher guidance • Write short responses to literature that express opinions or feelings about the story or characters using words and/or pictures • Write a brief informational composition using words or word-like clusters and/or sentences, and pictures or drawings as appropriate • Write brief narrative (personal or literary), expository, or persuasive compositions that incorporate a Moral Focus theme • Write using words that name, tell an action, and describe (color, size, location) • Write friendly notes, letters, and invitations to others 	<p>W.GN.00.01 Write a brief, personal narrative using pictures, words, word-like clusters, and/or sentences as support</p> <p>W.GN.00.02 Approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade-appropriate poetry</p> <p>W.GN.00.03 Write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentence</p>

NHA ELA Exemplar: Research

The student will employ appropriate methods and resources to research and report on an inquiry topic.

Kindergarten

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Kindergarten
<ul style="list-style-type: none">• Participate in a class research project by contributing information• Ask questions about a topic of interest• Gather information from teacher-provided sources (books, charts, pictures, articles, lessons• Organize information by sorting into categories (e.g. how, why, color, size, etc.), with assistance• Gather facts related to the research topic• Use charts, graphs or drawings, to enhance presentation of report	W.GN.00.04 Contribute to a class research project by adding relevant information to a class book including gathering information from teacher-selected resources and using the writing process to develop the process

NHA ELA Exemplar: Language Usage and Conventions

The student will apply the conventions of grammar, spelling, punctuation, and capitalization in their own writing and conventions of grammar while speaking.

Kindergarten

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Kindergarten
<ul style="list-style-type: none"> • Demonstrate a developing knowledge of correct English language conventions and usage in speech and writing • Recognize that a complete sentence must have a subject and verb • Write in complete sentences • Use correct word order in sentences • Spell high-frequency words (e.g. go, on, the, am, at, will, etc.) and personally meaningful words (first and last name, Mom, Dad, siblings' names, boy, girl, etc.) • Demonstrate understanding of letter-sound correspondences when writing (conventional and invented spelling) • Represent most dominant consonant sounds in invented spelling • Understand the difference between conventional and invented spelling • Use multiple strategies to spell words correctly including: letter/sound knowledge, spelling patterns (word families); word walls • Use punctuation marks at the end of sentences (e.g. periods, question marks) • Use correct capitalization conventions including: first and last name; first word of a sentence; the pronoun "I" • Use nouns (simple objects, people), pronouns, verbs, and adjectives in writing • Write upper-case and lower-case letters using correct letter formation; spacing between letters, words, or word-like clusters; and left-to-right and top-to- bottom directionality 	<p>W.SP.00.01 In the context of writing, correctly spell a small number (about 18) of frequently encountered and personally meaningful words</p> <p>W.SP.00.02 In the context of writing, correctly spell less frequently encountered words, relying on structural cues (beginning and simpler ending sounds) and environmental sources (word wall, word lists)</p> <p>W.HW.00.01 Form upper and lower case manuscript letters</p> <p>W.HW.00.02 Leave space between words and word-like clusters of letters</p> <p>W.HW.00.03 Write from left to right and top to bottom</p> <p>GLCEs Not Specifically Addressed</p> <p>W.AT.00.01 Be enthusiastic about writing and learning to write</p>

NHA ELA Exemplar: Speaking

The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing.

Kindergarten

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Kindergarten
<ul style="list-style-type: none"> • Demonstrate an understanding of the correct conventions and usage of English in speech • Use complete sentences, with age- and grade-level appropriate vocabulary to express ideas and to describe people, places, events, actions, or things • Speak clearly and understandably with appropriate volume • Understand that there are differences in the language used in the classroom, on the playground, at home, and in story books, and use language appropriate for the situation • Participate and contribute in small and large group discussions (e.g. whole class discussions, work groups, partners, etc.) following the rules of conversation (e.g. listen respectfully, take turns, respond appropriately, stay on topic, raise hand to speak) • Ask questions in class for clarification or information • Respond to questions, including questions about narrative or informational texts read or listened to in class • Dictate information or stories to others • Present simple oral presentations to class about a topic, event or experience (e.g. tell or retell stories; describe a personal experience; give an opinion; express feelings about stories or poems; use descriptive details; use beginning, middle, and end order) • Retell stories read or listened to including the sequence of events, characters, and setting, using props or visual aids when appropriate • Role-play characters and events from stories • Use descriptive words when speaking about a person, place, object, or experience • Recite familiar poems, rhymes, songs, and stories • Participate in group story-telling, singing, and finger-play 	<p>S.CN.00.01 Explore and use language to communicate with a variety of audiences and for different purposes including problem-solving, explaining, looking for solutions, constructing relationships, and expressing courtesies</p> <p>S.CN.00.02 Speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations</p> <p>S.CN.00.03 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English)</p> <p>S.CN.00.04 Understand, providing examples of how language differs from playground and classroom as a function of linguistic and cultural group membership</p> <p>S.DS.00.01 Engage in substantive conversations, remaining focused on subject matter, with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions</p> <p>S.DS.00.02 Briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details</p> <p>S.DS.00.03 Respond to multiple text types by reflecting, making meaning, and making connections</p> <p>S.DS.00.04 Plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and audibly</p>

NHA ELA Exemplar: Listening and Viewing

The student will apply critical listening and viewing skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information.

Kindergarten

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Kindergarten
<ul style="list-style-type: none"> • Demonstrate active listening skills (e.g. facing the speaker; making eye contact; listening quietly without interrupting; asking questions) • Listen to comments of peers and respond adding a connected idea • Listen to understand and follow simple one- and two-step directions • Identify and understand the meaning of environmental sounds such a school bell or fire alarm • Recognize friendly communication through tone of voice, gestures, and content • Connect prior knowledge and experiences to oral messages • Recognize the difference between real life and life depicted on television shows or in movies 	<p>L.CN.00.01 Understand and follow one- and two-step directions</p> <p>L.CN.00.02 Ask appropriate questions during a presentation or report</p> <p>L.CN.00.03 Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g. eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately</p> <p>L.CN.00.04 Begin to evaluate messages they experience, learning to differentiate between sender and receiver</p> <p>L.RP.00.01 Listen to or view knowledgeably and discuss a variety of genres</p> <p>L.RP.00.02 Listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit</p> <p>L.RP.00.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections</p>

KINDERGARTEN
Mathematics Learning Objectives
Michigan Alignment

NATIONAL HERITAGE ACADEMIES CURRICULUM

MICHIGAN ALIGNMENT

MATHEMATICS

NHA EXEMPLARS	MICHIGAN GRADE LEVEL CONTENT EXPECTATIONS
<p>Number Sense and Operations The student will build a deep understanding of the representation, models, and connections between real numbers. They will understand the properties and characteristics of real numbers and their application to computation. The student will become fluent in arithmetic computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations with mathematical algorithms.</p> <p>Algebra and Functions The student will understand and use variables and algebraic expressions. The students will solve equations and functions, represent solutions on the coordinate plane, and describe the characteristics of the graphs. They will write and use formulas to solve problems and describe patterns.</p> <p>Geometry The student will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; and use visualization, spatial reasoning, and geometric modeling to solve problems.</p> <p>Measurement The student will understand measurable attributes of objects and the units, systems, and processes of measurement. They will apply appropriate techniques, tools, and formulas to estimate and determine measurements.</p> <p>Data Analysis and Probability The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predications that are based on data. The student will understand and apply basic concepts of probability.</p> <p>Problem Solving The student will apply the problem solving process by understanding problems, choosing and employing strategies to solve problems, monitor and reflect on the process of mathematical problem solving, justify solutions, and extend the problems.</p>	<p>Patterns, Relationships, and Functions Patterns, relationships and functions comprise one of the most important themes in the study of mathematics. Mathematical thinking begins with the recognition of similarities among objects or events, proceeds to generalization and abstraction, and culminates in the ability to understand, explain and make predictions. Contexts that exhibit structure and regularity provide rich opportunities for describing the physical world, studying mathematics and solving problems.</p> <p>Geometry and Measurement We live in a three-dimensional world. In order to interpret and make sense of that world, students need both analytical and spatial abilities. Geometry and measurement, which involve notions of shape, size, position, and dimension, are used extensively to describe and understand the world around us.</p> <p>Data Analysis and Statistics We live in a sea of information. In order not to drown in the data that inundate our lives every day, we must be able to process and transform data into useful knowledge. The ability to interpret data and to make predictions and decisions based on data is an essential basic skill for every individual.</p> <p>Number Sense and Numeration Number sense is to mathematics what vocabulary is to language. Students must learn to quantify and measure, concretely at first and increasingly more abstractly as they mature. They also must develop an understanding of numeration systems and of the structure of such systems. They must learn to estimate mathematical quantities and to represent and communicate mathematical ideas in the language of mathematics.</p> <p>Numerical and Algebraic Operations and Analytical Thinking The ability to represent quantitative situations with algebraic symbolism, numerical operations and algebraic thinking is essential to solving problems in significant contexts and applications. The concepts of number and variable and their symbolic representation and manipulation are central to the understanding of arithmetic and its generalization in algebra. The contemporary applications of mathematics in virtually every field of work and study rely on algebraic and analytic thinking and communication as fundamental tools.</p> <p>Probability and Discrete Mathematics Contemporary uses of mathematics demand that students learn to deal with uncertainty, to make informed decisions based on evidence and expectations, to exercise critical judgment about conclusions drawn from data, and to apply mathematical models to real-world phenomena. The technological world in which we live also depends upon information and the communication of information and upon applications of systems with separate (discrete) entities. Topics of discrete mathematics such as counting and permutation problems, matrix operations, vertex-edge networks, and relationships among finite sets have significant real-world applications that students will encounter in diverse fields of work and study.</p>

NHA Mathematics Exemplar: Number Sense and Operations

The student will build a deep understanding of the representation, models, and connections between real numbers. They will understand the properties and characteristics of real numbers and their application to computation. The student will become fluent in arithmetic computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations with mathematical algorithms.

Kindergarten

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Count by 1's to 30 Count backwards from 10 Count to 30 by 2's, 5's and to 100 by 10's Identify the number of tens and ones in numbers up to 30 Describe the meaning of zero in the place value system Use ordinal numbers (first - tenth) to identify position in a sequence Compose and decompose numbers from 2 to 10 using objects, diagrams, and numbers (e.g., $4 = 2 + 2 = 3 + 1 = 4 + 0$) Read the number words zero through ten Read and write whole numbers up to 31 Model and represent whole numbers up to 31 (manipulative, ten frames, money) Plot whole numbers up to 31 on a number line Compare and order whole numbers up to 31 Recognize when a figure is divided into equal parts Identify and model one half of a figure Correctly use the words one/many, none/some/all, more than/less than/same, and most/least Count and write the number of items in a set Use one-to-one correspondence to identify and create sets of equal size Create sets of a given number (up to 30) Compare sets of objects and identify when one is equal to, more than, or less than another Identify small quantities (up to 5) without counting (subitizing) Model addition by joining sets of objects and counting on Model subtraction by removing objects from sets and comparing sets Write and model addition and subtraction sentences for numbers less than 10 Add and subtract whole numbers (sums up to 10) Estimate the number in a collection to 10 and compare to actual quantity 	<p>N.ME.00.01 Count objectives in sets up to 30.</p> <p>N.ME.00.02 Use one-to-one correspondence to compare and order sets of objects to 30 using phrases such as “same number,” “more than,” or “less than”; use counting and matching.</p> <p>N.ME.00.03 Compare and order numbers to 30 using phrases such as “more than” or “less than.”</p> <p>N.ME.00.04 Read and write numbers to 30 and connect them to the quantities they represent.</p> <p>N.ME.00.05 Count orally to 100 by ones. Count to 30 by 2's, 5's and 10's using grouped objects as needed.</p> <p>N.ME.00.06 Understand the numbers 1 to 20 as having one, or two, or three groups of ten and some ones. Also count by tens with objects in ten-groups to 100.</p> <p>N.MR.00.07 Compose and decompose numbers from 2 to 10, e.g., $5 = 4 + 1 = 2 + 3$, with attention to the additive structure of number systems, e.g., 6 is one more than 5, 7 is one more than 6.</p> <p>N.MR.00.08 Describe and make drawings to represent situations/stories involving putting together and taking apart for totals up to 10; using finger and object counting.</p> <p>N.MR.00.09 Record mathematical thinking by writing simple addition and subtraction sentences, e.g., $7 + 2 = 9$, $10 - 8 = 2$.</p>

NHA Mathematics Exemplar: Algebra and Functions

The student will understand and use variables and algebraic expressions. The student will solve equations and functions, represent solutions on the coordinate plane, and describe the characteristics of graphs. They will write and use formulas to solve problems and describe patterns.

Kindergarten

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Identify and describe patterns (e.g., AB, AAB, ABAABAAAB) Translate patterns from one medium to another (e.g., red, blue, blue to circle, square, square) Identify the pattern unit of a given pattern Copy, create, and extend simple patterns (rhythmic, movement, color, shape) 	<p>Number and Operations N.MR.00.10 Create, describe, and extend simple number patterns.</p> <p>Geometry G.GS.00.03 Create, describe, and extend simple geometric patterns.</p>

NHA Mathematics Exemplar: Geometry

The student will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; and use visualization, spatial reasoning, and geometric modeling to solve problems.

Kindergarten

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> • Compare and contrast objects • Identify and describe circles, triangles, rectangles, and squares • Identify and describe cylinders, cones, rectangular prisms, cubes, pyramids, and spheres • Identify the faces of three-dimensional figures (e.g., circle is the face of a cylinder) • Relate familiar two- and three-dimensional geometric figure to objects in the environment (e.g., ball/sphere, box/cube) • Arrange, classify, and sort objects by their attributes (e.g., color, shape, size, number of vertices, position) • Identify how objects were sorted and create new rules for sorting • Model and use positional vocabulary (e.g., inside, outside, above, below, between, before, after, left, right, top, middle, bottom) 	<div> <div>G.GS.00.01</div> <div>Relate familiar three-dimensional objects inside and outside the classroom to their geometric name, e.g., ball/sphere, box/cube, soup can/cylinder, ice cream cone/cone, refrigerator/prism.</div> </div> <div> <div>G.GS.00.02</div> <div>Identify, sort, and classify objects by attribute and identify objects that do not belong in a particular group.</div> </div>

NHA Mathematics Exemplar: Measurement

The student will understand measurable attributes of objects and the units, systems, and processes of measurement. They will apply appropriate techniques, tools, and formulas to estimate and determine measurements.

Kindergarten

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> • Measure length using nonstandard units • Sequence events in the order which they occur • Identify and use calendar vocabulary (e.g., days of the week, months of the year, seasons) • Name the days of the week in order • Identify and use common times: morning, noon, afternoon, evening, today, tomorrow, yesterday, week, month, year • Tell time to the nearest hour using digital and analog clocks • Identify and state the value of a penny, nickel, and dime • Determine the value of a collection of coins (combinations of pennies, nickels, and dimes) • Directly compare and order objects of different length, weight, capacity, and temperature • Use appropriate vocabulary when comparing objects (e.g., longer, shorter, heavier, lighter, warmer, cooler, more, less) • Identify and use the tools and units to measure time • Identify the tools to measure length, temperature, weight, and capacity 	<p>M.UN.00.01 Know and use the common words for the parts of the day (morning, afternoon, evening, night) and relative time (yesterday, today, tomorrow, last week, next year).</p> <p>M.TE.00.02 Identify tools that measure time (clocks measure hours and minutes; calendars measure days, weeks, and months).</p> <p>M.UN.00.03 Identify daily landmark times to the nearest hour (lunchtime is 12 o'clock; bedtime is 8 o'clock).</p> <p>M.UN.00.04 Compare two or more objects by length, weight, and capacity, e.g., which is shorter, longer, taller?</p> <p>M.PS.00.05 Compare length and weight of objects by comparing to reference objects, and use terms such as shorter, longer, taller, lighter, heavier.</p>

NHA Mathematics Exemplar: Data Analysis and Probability

The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predictions that are based on data. They will understand and apply basic concepts of probability.

Kindergarten

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none">• Collect and organize data in response to questions posed by students and teachers• Construct and interpret concrete pictographs (e.g., made with shoes)• Construct and interpret pictographs where one picture represents 1 or 2• Construct and interpret vertical bar graphs• Identify least, most, greater, less, and equal amounts from pictographs	

NHA Mathematics Exemplar: Problem Solving

The student will apply the problem solving process by understanding problems choosing and employing strategies to solve problems, monitor and reflect on the process of mathematical problem solving, justify solutions, and extend the problems.

Kindergarten

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none">• Determine the approach, materials, and strategies to use in solving problems• Discuss and analyze problems with teacher• Use drawings/pictures to model and solve problems• Use manipulatives (e.g., blocks, tiles) to model and solve problems• Use informal counting strategies to find solutions• Make precise calculations and check the validity of the results in context of the problem• Explain the reasoning and strategies used to solve a problem	

KINDERGARTEN
Science Content
Michigan Alignment

KINDERGARTEN
Social Studies Content
Michigan Alignment



Curriculum Guide

Michigan

Grade One

GRADE ONE
English Language Arts Learning Objectives
Michigan Alignment

NATIONAL HERITAGE ACADEMIES CURRICULUM
MICHIGAN ALIGNMENT
English Language Arts

NHA EXEMPLARS	Michigan Grade-Level Content Expectations
<p><i>READING</i> Concepts of Print, Word Recognition, Fluency and Vocabulary Development The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently Comprehension The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction Informational Text The student will apply a range of reading skills and strategies to read and comprehend informational text Literary Response and Analysis The student will apply a range of reading skills and strategies to read from a wide variety of literary genres and make text-to-text, text-to-self, and text-to- world connections</p> <p><i>WRITING</i> Writing Process The student will apply a variety of skills and strategies to plan, draft, revise, edit and publish written work Writing Applications The student will practice different types of writing to communicate ideas, concepts, emotions and descriptions to the reader Research The student will employ appropriate methods and resources to research and report on an inquiry topic</p> <p><i>LANGUAGE USAGE</i> Language Usage and Conventions The student will apply the conventions of grammar, spelling, punctuation, and capitalization in their own writing and conventions of grammar while speaking</p> <p><i>SPEAKING, LISTENING, AND VIEWING</i> Speaking The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing Listening and Viewing The student will apply critical listening and viewing skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information</p>	<p><i>READING</i> Word Recognition and Word Study <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Word Recognition • Vocabulary Fluency Narrative Text Informational Text Comprehension Metacognition Critical Standards Reading Attitude</p> <p><i>WRITING</i> Genre Process Personal Style Grammar and Usage Spelling Handwriting Writing Attitude</p> <p><i>SPEAKING</i> Conventions Discourse</p> <p><i>LISTENING AND VIEWING</i> Conventions Response</p>

NHA ELA Exemplar: Concepts of Print, Word Recognition, Fluency, and Vocabulary Development

The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently.

Grade One

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade One
<ul style="list-style-type: none"> Automatically recognize grade-level sight and frequently-used words, steadily increasing the number of words that can read fluently throughout the year (e.g. was, said, and, where; words for persons, places, things, and actions) Recognize that words are composed of sounds that are blended together to form words that have meaning Demonstrate understanding of the alphabetic principle-that sounds in words are expressed as letters of the alphabet Explain that text gives information or tells a story Identify the parts of a book and their purposes including: author; illustrator; cover; title page; table of contents; and chapter headings) Identify and distinguish between letters, words, and sentences Recognize that sentences start with capital letters and end with punctuation marks such as periods, question marks, and exclamation points Match oral words to printed words Follow words from left to right and from top to bottom on a printed page Identify letters as being either a consonant or vowel Identify and produce all letter-sound correspondences, including consonant blends and long and short vowel patterns, vowel digraphs, r-controlled vowels Use basic phonetic analysis to decode unknown words (e.g. letter/sound relationships, onsets and rimes, common short and long vowel sounds, consonant blends, word families) Recognize that vowels can make different sounds Distinguish the beginning, middle, and end sounds of single syllable words Create a series of rhyming words, including words with consonant blends Create new words by adding, blending, substituting, moving, or deleting phonemes in words that have two to four sounds Use knowledge of letter-sound correspondences to blend sounds in order to decode most one syllable words that have two to four phonemes Use one or two self-correction strategies when decoding text (e.g. beginning or ending letters, onsets and rimes, length of word, picture cues, rereading, context clues) Read common word families by blending the onset and the rime (e.g. /s/ and /it/ for s-it; /b/ and /ite/ for b-ite.) Segment the phonemes of one syllable words Count the number of syllables in a word Identify words using knowledge of word structures (e.g. basic prefixes and suffixes, root words, plurals, verb endings) Identify the meaning of unknown words using syntactic (grammar) and semantic (meaning) cues, including picture cues Read and know the meaning of root words and their inflectional endings (e.g. look/looked/looking; dog/dogs; jump/jumped) Determine the meaning of unknown words using a variety of context clues (e.g. knowledge of 	<p>R.WS.01.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion</p> <p>R.WS.01.02 Recognize that words are composed of sounds blended together and carry meaning</p> <p>R.WS.01.03 Understand the alphabetic principle, that sounds in words are expressed by letters of the alphabet</p> <p>R.WS.01.04 Use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs <i>th, ch, sh</i></p> <p>R.WS.01.05 Automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year</p> <p>R.WS.01.06 Make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade</p> <p>R.WS.01.07 Use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternate meanings</p> <p>R.WS.01.08 Use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts</p> <p>R.WS.01.09 Know the meanings of words encountered frequently in grade-level reading and oral language texts</p> <p>R.WS.01.10 In context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning</p> <p>R.FL.01.01 Automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context</p> <p>R.FL.01.02 Use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis</p> <p>R.FL.01.03 Read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level</p>

<p>word order, predict; picture clues, word or sentence clues)</p> <ul style="list-style-type: none"> • Identify words that have similar meanings (antonyms) and words that have opposite meanings (antonyms) • Recognize words that words sound alike but have different meanings (e.g. homophones such as hair and hare) • Read and understand simple compound words (e.g. raindrop, birthday, anything) • Classify words into categories (e.g. animals, places, colors, etc.) • Use a beginner's or picture dictionary to find the meaning of words • Read and understand common contractions (e.g. isn't, aren't, don't, can't) • Recognize common abbreviations (Feb., Fri., Mrs., St.) • Recognize and know the meaning of common signs and symbols encountered daily in the environment (e.g. restroom signs, school crossing signs, store or company logos, etc.) • Learn new words through listening, reading, and explicit instruction, including word categories and grade-level words; use new words in speech and writing • Reread familiar stories, poems, and passages aloud independently and in groups, modeling the appropriate expression, timing, and intonation • Read aloud 1st grade-level texts fluently, using appropriate changes in timing and expression to show recognition of punctuation 	
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NHA ELA Exemplar: Comprehension

The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction.

Grade One

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade One
<ul style="list-style-type: none"> • Read from a variety of genres and authors and for different purposes (e.g., for information, for understanding, for enjoyment) • Select different types of text to read independently • Apply before, during and after reading comprehension strategies (e.g. activating prior knowledge, predicting, asking questions, visualizing, summarizing, making connections, drawing conclusions) • Preview text (e.g. view pictures, title) • Make predictions about what will be found in text (e.g. use prior knowledge, illustrations, titles, captions, story patterns) • Recognize when text does not make sense and apply various comprehension strategies such as looking back, predicting, asking questions, using context clues • Use graphic organizers to demonstrate comprehension (e.g., Venn diagrams, story maps, KWL charts, concept webs, etc.) • Demonstrate comprehension of text by responding to questions (e.g. who?, what?, when?, where?, how?, why?, and what if?) • Recognize the main idea of a text • Retell and sequence the main ideas from a text • Discuss or write about what has been learned from reading a text • Show familiarity with a variety of genres (e.g. story books, chapter books, poems, songs, nursery rhymes, non-fiction) and children's authors • Read both student- and teacher-selected texts from a variety of genres, forms, and authors; select appropriate texts for specific purposes from classroom, school, and public libraries 	<p>R.CM.01.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses</p> <p>R.CM.01.02 Retell in sequence up to three important ideas and details of familiar simple oral and written text</p> <p>R.CM.01.03 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read</p> <p>R.MT.01.01 Self-monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text</p> <p>R.MT.01.02 Self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text</p> <p>R.MT.01.03 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and which did not</p> <p>R.MT.01.04 Self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective</p> <p>GLCEs Not Specifically Addressed</p> <p>R.AT.01.01 Be enthusiastic about reading and learning to read</p> <p>R.AT.01.01 Do substantial reading and writing on their own during free time in school and at home</p>

NHA ELA Exemplar: Informational Text

The student will apply a range of reading skills and strategies to read and comprehend informational text.

Grade One

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade One
<ul style="list-style-type: none"> • Identify the difference between fiction and non-fiction and give examples of informational text (e.g. how-to books, textbooks, newspapers, informational books, encyclopedias, magazines, labels, signs) • Use common textual features to find information in text (e.g. titles, table of contents, page numbers, and illustrations) • Use headings, subheadings, photographs/illustrations, diagrams, graphs, charts, and captions to enhance comprehension • Identify and describe common informational text patterns (e.g. sequential, enumerative) • Use and interpret information found in simple charts, graphs, diagrams, or maps • Retell information in text in own words • Ask questions and find answers about basic text elements (e.g., who, what, where, when, how, and why) • Identify the main idea and supporting details • Read text to find information, to answer questions, or solve problems • Connect what has been read with prior knowledge and experiences • Discuss a text that relates to a Moral Focus theme • Follow one-step written directions 	<p>R.IT.01.01 Identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, science, and social studies magazines</p> <p>R.IT.01.02 Discuss informational text patterns including descriptive, sequential, and enumerative</p> <p>R.IT.01.03 Explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas</p> <p>R.IT.01.04 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding</p> <p>R.CM.01.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts</p>

NHA ELA Exemplar: Literary Response and Analysis

The student will apply a range of reading skills and strategies to read from a wide variety of literary genres and make text-to-text, text-to-self, and text-to-world connections.

Grade One

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade One
<ul style="list-style-type: none"> • Read, listen to and respond to literature from a wide range of genres, authors, cultures, and themes • Explain the difference between fantasy and reality • Identify a variety of genres (e.g., picture books, fairy tales, nursery rhymes, poetry, plays, stories) • Recognize patterns in poems, songs, and stories • Demonstrate a sense of story by identifying basic elements (e.g. beginning, middle, and end; characters; details; setting) • Identify characters, setting, important events, and problem in stories • Make predictions about what will happen next in a story • Retell a story listened to or read, including the beginning middle and end (e.g. retell by speaking, writing, role-playing, using props or toys, etc.) • Describe how a character is feeling based on evidence in the story • Identify basic plot concepts of a story (e.g., main problem, resolution, sequence of events) • Identify the setting of a story (time and place) • Make connections between personal experience and themes or messages in a story • Use graphic organizers to record important details about characters and events in stories • Respond to a story related to a Moral Focus theme by making text-to-self and text-to-world connections • Compare and contrast stories listened to or read 	<p>R.NT.01.01 Recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit</p> <p>R.NT.01.02 Identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales</p> <p>R.NT.01.03 Identify problem/solution, sequence of events, and sense of story (beginning, middle, and end)</p> <p>R.NT.01.04 Identify how authors/illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story</p> <p>R.NT.01.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding</p>

NHA ELA Exemplar: Writing Process

The student will apply a variety of skills and strategies to plan, draft, revise, edit, and publish written work.

Grade One

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade One
<ul style="list-style-type: none"> • Write for different purposes(to tell stories; to describe people, places , objects or events; to communicate ideas) and to a specific audience • Use words and style in writing that are appropriate for the purpose and audience (e.g. friendly letter; specific words for reports; story language) • Discuss ideas for stories or other writing topics • Use prewriting strategies to plan and organize writing (e.g. brainstorming, lists, webs, pictures, Venn diagrams) • Make a plan for writing (e.g. main idea, details, beginning, middle and end) • Draft compositions with: a beginning, middle, and end; complete sentences; and sentences in logical order • Begin to write in paragraph form with at least three connected sentences • Demonstrate a developing personal voice and style in writing (e.g. sensory language; exclamatory words and phrases; emotional words; use of imagination; varied sentence types) • Reread and revise writing to improve meaning and clarity, to rearrange words or sentences, or to add details • Use constructive comments and suggestions from peers and teachers to revise writing • Use resources such as a word wall or picture dictionary to choose words • Edit writing individually and in groups to improve conventions (e.g. grammar, spelling, punctuation, capitalization, complete sentences , word order in sentences) using grade-appropriate resources (e.g. word wall, beginner's dictionary, editing checklist) • Publish a final draft that is legible, error-free, and follows appropriate format • Share the process of writing with others (e.g. whole class, pairs, small groups • Share written products with others (e.g., conferencing, author's chair, presentations, bookmaking, discussions) • Use a computer to publish writing • Maintain a portfolio that includes informational, imaginative, evaluative, and informal writing and drawings selected by both the teacher and the student 	<p>W.PR.01.01 With teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative or informational piece; begin to use specific strategies including graphic organizers when planning</p> <p>W.PR.01.02 Draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece</p> <p>W.PR.01.03 Attempt to revise draft based on reading it aloud to clarify meaning for their intended audience (e.g. using strong verbs or precise nouns, and adding needed information)</p> <p>W.PR.01.04 Attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups</p> <p>W.PS.01.01 Develop personal style in oral, written, and visual messages in both narrative (e.g. natural language, specific action, emotion) and informational writing (e.g. sequence, specific vocabulary, visual representation)</p> <p>R.CS.01.01 Develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance</p>

NHA ELA Exemplar: Writing Applications

The student will practice different types of writing to communicate ideas, concepts, emotions, and descriptions to the reader.

Grade One

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade One
<ul style="list-style-type: none"> • Write in a variety of forms for different purposes (e.g. stories, picture books, invitations journal entries, friendly letters, brief reports, invitations, responses to literature) • Use informal writing for various purposes (e.g. notes, poems, labels) • Dictate a story or other information to another person • Copy words, phrases, and sentences from books, signs, charts, or own dictation • Write personal narratives (autobiographical) that: tell about an experience; have transitional words; show a logical sequence of events; have a beginning, middle and end; use descriptive words; includes illustrations) • Write simple narratives (stories) that: have a beginning, middle, and end; show a sequence events; use descriptive words • Write simple rhymes and poems based on published works • Write short responses to literature that: express opinions or feelings about the story or characters; describe the characters, settings, or events; identify the problem and solution • Write brief expository compositions (informational) that: have a main topic and details; use common text structures (e.g. descriptive, enumerative, sequential; and use illustrations or labels as appropriate • Write brief narrative (personal or literary), expository, or persuasive compositions that incorporate a Moral Focus theme • Write brief descriptions about people, places, objects, or events using descriptive language and details • Write friendly notes, letters or invitations using a simple letter format including a greeting and closing 	<p>W.GN.01.01 Write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions</p> <p>W.GN.01.02 Approximate poetry based on reading a wide variety of grade-appropriate poetry</p> <p>W.GN.01.03 Write an informational piece that addresses a focus question (e.g. What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas</p>

NHA ELA Exemplar: Research

The student will employ appropriate methods and resources to research and report on an inquiry topic.

Grade One

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade One
<ul style="list-style-type: none">• Create a brief report on a research topic, with assistance• Create a research question from a teacher-selected topic, or by area of personal interest• Use a variety of sources to gather information (e.g. books, electronic resources, videos, observation)• Record information gathered with assistance (e.g., notes, graphic organizers)• Use the information gathered to produce a written or oral report, in groups or individually• Use relevant facts to support the main idea• Use charts, graphs or drawings, to enhance presentation of report	<p>W.GN.01.04 Use a teacher-selected topic to write one research question; locate and begin to gather information from teacher-selected resources; organize the information and use the writing process to develop a project</p>

NHA ELA Exemplar: Language Usage and Conventions

The student will apply the conventions of grammar, spelling, punctuation, and capitalization in their own writing and conventions of grammar while speaking.

Grade One

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade One
<ul style="list-style-type: none"> • Demonstrate a developing knowledge of correct English language conventions and usage in speech and writing • Distinguish between complete and incomplete sentences • Write complete interrogative and declarative sentences with correct punctuation • Use correct word order in sentences • Spell high-frequency words (e.g. very, not, were, goes, any, only, number names, color names, etc.); grade-level three- and four-letter words; short vowel words; common long words (e.g. time, name) and grade-level sight words • Use developing knowledge of phonics for conventional and invented (sound) spelling when writing independently • Represent most phonemes in invented (sound) spelling • Understand the difference between conventional and invented spelling • Use multiple strategies to spell words correctly including: letter/sound knowledge; onset and rime; spelling patterns (word families); word walls or lists; sounding out • Use correct punctuation including: periods, question marks, exclamation points • Use correct capitalization conventions including: first and last name; first word of a sentence; proper names and titles of people and places; the pronoun "I"; and days of the week • Identify and use: simple and plural nouns; possessive nouns; pronouns; possessive pronouns; adjectives, adverbs and verbs (regular and irregular); and conjunctions • Use subject-verb agreement and verb tense correctly • Use nouns and pronouns that are in agreement • Identify the contraction for given words (e.g. cannot/can't, will not/won't, etc.) and use appropriate contractions in writing • Arrange a short list of words (three) in alphabetical order • Write legibly in print all upper-case and lower-case letters using correct letter formation; proper letter, word, and sentence spacing; and left-to-right and top-to-bottom directionality 	<p>W.GR.01.01 In the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I</p> <p>W.SP.01.01 In the context of writing, correctly spell frequently encountered one-syllable words from common word families</p> <p>W.SP.01.02 In the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists)</p> <p>W.HW.01.01 Legibly write upper and lower case manuscript letters</p> <p>GLCEs Not Specifically Addressed</p> <p>W.AT.01.01 Be enthusiastic about writing and learning to write</p>

NHA ELA Exemplar: Speaking

The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing.

Grade One

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade One
<ul style="list-style-type: none"> • Demonstrate an understanding of the correct conventions and usage of English in speech • Use complete sentences, with age- and grade-level appropriate vocabulary to express ideas and to describe people, places, events, actions, or things • Speak clearly and understandably with appropriate volume and pacing • Understand that there are differences in the language used in the classroom, on the playground, at home, and in story books, and use language appropriate for the situation • Participate and contribute in small and large group discussions (e.g. whole class discussions, work groups, partners, etc.) following the rules of conversation (e.g. listen respectfully, take turns, respond appropriately, stay on topic, raise hand to speak) • Ask questions in class for clarification or information • Respond to questions, including questions about narrative or informational texts read or listened to in class • Dictate information or stories to others • Present simple oral presentations to class about a topic, event or experience (e.g. tell or retell stories; describe a personal experience; give an opinion; express feelings about stories or poems; use descriptive details; use beginning, middle, and end order) • Retell stories read or listened to including the sequence of events, characters, and setting, using props or visual aids when appropriate • Role-play characters and events from stories • Use descriptive words when speaking about a person, place, object, or experience • Recite familiar poems, rhymes, songs, and stories • Participate in group story-telling, singing, and finger-play 	<p>S.CN.01.01 Use common grammatical structures correctly when speaking including singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g. because, if, after, and inflected endings)</p> <p>S.CN.01.02 Explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies</p> <p>S.CN.01.03 Speak effectively maintaining appropriate posture, eye contact, and position using props such as photographs or illustrations in narrative and informational presentations</p> <p>S.CN.01.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English)</p> <p>S.CN.01.05 Understand, providing examples of how language differs from storybooks and classroom as a function of linguistic and cultural group membership</p> <p>S.DS.01.01 Engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in literature discussions, paired conversations, or other interactions</p> <p>S.DS.01.02 Tell or retell familiar stories (e.g. realistic fiction, fantasy, folktale), using a problem/solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support</p> <p>S.DS.01.03 Respond to multiple text types by reflecting, making meaning, and making connections</p> <p>S.DS.01.04 Plan and deliver presentations using an informational organizational pattern (e.g. descriptive, enumerative, or sequential) providing several facts and details to make their point while maintaining appropriate posture and eye contact using a prop</p>

NHA ELA Exemplar: Listening and Viewing
The student will apply critical listening and viewing skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information.
Grade One

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade One
<ul style="list-style-type: none"> Demonstrate active listening skills (e.g. facing the speaker; making eye contact; listening quietly without interrupting; asking questions) Listen to comments of peers and respond by adding a connected idea Listen to understand and follow simple two-step directions Recognize friendly communication through tone of voice, gestures, and content Connect prior knowledge and experiences to oral messages View a variety of visual media and identify the sender, receiver and message (e.g. news programs, sports programs, commercials, cartoons) Recognize the difference between real life and life depicted on television shows or in movies 	<p>L.CN.01.01 Understand, restate, and follow two-step directions L.CN.01.02 Ask appropriate questions for clarification and understanding during a presentation or report L.CN.01.03 Listen to or view knowledgeable while demonstrating appropriate social skills of audience behaviors (e.g. eye contact, attentive, supportive) in small and large group settings; listen to the comments of a peer and respond on topic adding a connected idea L.CN.01.05 Begin to evaluate messages they experience from a variety of media and differentiate between sender, receiver, and message</p> <p>GLCEs Not Specifically Addressed L.CN.01.04 Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent)</p>

GRADE ONE
Mathematics Learning Objectives
Michigan Alignment

NATIONAL HERITAGE ACADEMIES CURRICULUM

MICHIGAN ALIGNMENT

MATHEMATICS

NHA EXEMPLARS	MICHIGAN GRADE LEVEL CONTENT EXPECTATIONS
<p>Number Sense and Operations The student will build a deep understanding of the representation, models, and connections between real numbers. They will understand the properties and characteristics of real numbers and their application to computation. The student will become fluent in arithmetic computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations with mathematical algorithms.</p> <p>Algebra and Functions The student will understand and use variables and algebraic expressions. The students will solve equations and functions, represent solutions on the coordinate plane, and describe the characteristics of the graphs. They will write and use formulas to solve problems and describe patterns.</p> <p>Geometry The student will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; and use visualization, spatial reasoning, and geometric modeling to solve problems.</p> <p>Measurement The student will understand measurable attributes of objects and the units, systems, and processes of measurement. They will apply appropriate techniques, tools, and formulas to estimate and determine measurements.</p> <p>Data Analysis and Probability The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predications that are based on data. The student will understand and apply basic concepts of probability.</p> <p>Problem Solving The student will apply the problem solving process by understanding problems, choosing and employing strategies to solve problems, monitor and reflect on the process of mathematical problem solving, justify solutions, and extend the problems.</p>	<p>Patterns, Relationships, and Functions Patterns, relationships and functions comprise one of the most important themes in the study of mathematics. Mathematical thinking begins with the recognition of similarities among objects or events, proceeds to generalization and abstraction, and culminates in the ability to understand, explain and make predictions. Contexts that exhibit structure and regularity provide rich opportunities for describing the physical world, studying mathematics and solving problems.</p> <p>Geometry and Measurement We live in a three-dimensional world. In order to interpret and make sense of that world, students need both analytical and spatial abilities. Geometry and measurement, which involve notions of shape, size, position, and dimension, are used extensively to describe and understand the world around us.</p> <p>Data Analysis and Statistics We live in a sea of information. In order not to drown in the data that inundate our lives every day, we must be able to process and transform data into useful knowledge. The ability to interpret data and to make predictions and decisions based on data is an essential basic skill for every individual.</p> <p>Number Sense and Numeration Number sense is to mathematics what vocabulary is to language. Students must learn to quantify and measure, concretely at first and increasingly more abstractly as they mature. They also must develop an understanding of numeration systems and of the structure of such systems. They must learn to estimate mathematical quantities and to represent and communicate mathematical ideas in the language of mathematics.</p> <p>Numerical and Algebraic Operations and Analytical Thinking The ability to represent quantitative situations with algebraic symbolism, numerical operations and algebraic thinking is essential to solving problems in significant contexts and applications. The concepts of number and variable and their symbolic representation and manipulation are central to the understanding of arithmetic and its generalization in algebra. The contemporary applications of mathematics in virtually every field of work and study rely on algebraic and analytic thinking and communication as fundamental tools.</p> <p>Probability and Discrete Mathematics Contemporary uses of mathematics demand that students learn to deal with uncertainty, to make informed decisions based on evidence and expectations, to exercise critical judgment about conclusions drawn from data, and to apply mathematical models to real-world phenomena. The technological world in which we live also depends upon information and the communication of information and upon applications of systems with separate (discrete) entities. Topics of discrete mathematics such as counting and permutation problems, matrix operations, vertex-edge networks, and relationships among finite sets have significant real-world applications that students will encounter in diverse fields of work and study.</p>

NHA Mathematics Exemplar: Number Sense and Operations

The student will build a deep understanding of the representation, models, and connections between real numbers. They will understand the properties and characteristics of real numbers and their application to computation. The student will become fluent in arithmetic computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations with mathematical algorithms.

Grade One

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Count forward to 100 and backward from 100 starting at any number in the sequence Count to 100 by 2's, 5's, and 10's Identify and model the number of tens and ones in numbers up to 100 (e.g., 85 is 8 tens and 5 ones) Model the relationship between ones and tens in the based-10 number system (e.g., 10 ones is 1 ten) Read written ordinal number (first, second...) and use them to identify position in a sequence Compose and decompose numbers up to 100 using objects, diagrams, and numbers (e.g., $20 = 11 + 9 = 10 + 10$) Read and write whole numbers up to 100 in numerals and words (write number words up to 10) Compare and order whole numbers up to 100 Recognize when a figure is divided into equal parts Identify and illustrate one half, one third, and one fourth of a whole Identify and illustrate one half, one third, and one fourth of a set Determine if a number is odd or even Count the number of items in a set and create sets of a given number (up to 100) Compare sets of objects and describe the difference between them (e.g., 5 more, 2 less, the same) Identify small quantities (up to 5) without counting (subitizing) Plot whole numbers less than 100 on a number line Define and use the symbols +, -, =, <, and > Describe the role of zero in addition and subtraction Model and use the commutative property of addition Model and use the inverse relationship between addition and subtraction facts to solve simple problems Identify one more than, one less than, 10 more than, and 10 less than any whole number up to 100 Model and explain subtraction using physical materials (taking away, comparing, finding the difference) Develop and use strategies to solve addition and subtraction problems (e.g., counting all, counting on, one/two more, doubles, double plus/minus one, make ten, one/two less, all but one, number lines, fact families, and ten frames) Write and solve addition and subtraction sentences in vertical and horizontal form Demonstrate mastery of addition facts with up to $10 + 10$ and the corresponding subtraction facts Find the sum of three one-digit numbers Add and subtract up to 2-digit whole numbers with and without regrouping Estimate the number in a collection to 100 and compare to actual quantity Use mental arithmetic to add and subtract 2-digit numbers and 1-digit numbers or multiples of 10 (without regrouping) 	<p>N.ME.00.01 Count to 110 by 1's, 2's, 5's, and 10's, starting from any number in the sequence; count to 500 by 100's and 10's; use ordinals to identify position in a sequence, e.g., 1st, 2nd, 3rd.</p> <p>N.ME.01.02 Read and write numbers to 110 and related them to the quantities they represent.</p> <p>N.ME.01.03 Order numbers to 110; compare using phrases such as "same as", "more than", "greater than", "fewer than"; use = symbol. Arrange small sets of numbers in increasing or decreasing order, e.g., write the following from smallest to largest: 21, 16, 35, 8.</p> <p>N.ME.01.04 Identify one more than, one less than, 10 more than, and 10 less than for any number up to 100.</p> <p>N.ME.01.05 Understand that a number to the right of another number on the number line is bigger and that a number to the left is smaller.</p> <p>N.ME.01.06 Count backwards by 1's starting from any number between 1 and 100.</p> <p>N.ME.01.07 Compose and decompose numbers through 30, including using bundles of tens and units, e.g., recognize 24 as 2 tens and 4 ones, 10 and 10 and 4, 20 and 4, and 24 ones.</p> <p>N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10, e.g., $8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.</p> <p>N.MR.01.09 Compare two or more sets in terms of the difference in number of elements.</p> <p>N.MR.01.10 Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.</p> <p>N.MR.01.11 Understand the inverse relationship between addition and subtraction, e.g., subtraction "undoes" addition: if $3 + 5 = 8$, we know that $8 - 3 = 5$ and $8 - 5 = 3$; recognize that some problems involving combining, "take away," or comparing can be solved by either operation.</p> <p>N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.</p> <p>N.FL.01.14 Add three one-digit numbers.</p> <p>N.FL.01.15 Calculate mentally sums and differences involving: a two-digit number and a one-digit number without regrouping; a two-digit number and a multiple of 10.</p> <p>N.FL.01.16 Compute sums and differences through 30 using number facts and strategies, but no formal algorithm.</p>

NHA Mathematics Exemplar: Algebra and Functions

The student will understand and use variables and algebraic expressions. The student will solve equations and functions, represent solutions on the coordinate plane, and describe the characteristics of graphs. They will write and use formulas to solve problems and describe patterns.

Grade One

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> • Write and solve number sentences for problem situations involving addition and subtraction (e.g., $9 - _ = 4$) • Create problem situations that represent a given number sentence involving addition and subtraction • Identify the pattern unit of a given pattern • Create, describe, and extend repeating and growing patterns 	<p>Number and Operations</p> <p>N.MR.00.10 Apply knowledge of fact families to solve simple open sentences for addition and subtraction, such as: $\square + 2 = 7$ and $10 - \square = 6$.</p> <p>Geometry</p> <p>G.SR.01.03 Create and describe patterns, such as repeating patterns and growing patterns using number, shape, and size.</p> <p>G.SR.01.04 Distinguish between repeating and growing patterns.</p> <p>G.SR.01.05 Predict the next element in a simple repeating pattern.</p> <p>G.SR.01.06 Describe ways to get to the next element in simple repeating patterns.</p>

NHA Mathematics Exemplar: Geometry

The student will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; and use visualization, spatial reasoning, and geometric modeling to solve problems.

Grade One

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Identify, describe, compare, and draw circles, triangles, rectangles, squares, parallelograms, trapezoids, rhombuses, and hexagons Identify the edges and vertices on two-dimensional figures Identify and describe cylinders, cones, rectangular prisms, cubes, pyramids, and spheres Identify the edges, vertices, and faces of three-dimensional figures (e.g., square is the face of a cube, triangle is the face of a pyramid) Identify familiar two- and three-dimensional geometric figures in the environment (e.g., refrigerator/prism, party hat/cone) Arrange, classify, and sort two- and three-dimensional geometric figures by their attributes (e.g., position, shape, size, color), and explain how figures were sorted Identify congruent two-dimensional shapes in any position Arrange and describe objects in space by position and direction (e.g., near, far, below, behind, above, in front of, next to, left, right) Give and follow directions for finding location in a grid 	<div> G.GS.01.01 Create common two-dimensional and three-dimensional shapes, and describe their physical and geometric attributes, such as color and shape. </div> <div> G.LO.01.02 Describe relative position of objects on a plane and in space, using words such as above, below, behind, in front of. </div>

NHA Mathematics Exemplar: Measurement

The student will understand measurable attributes of objects and the units, systems, and processes of measurement. They will apply appropriate techniques, tools, and formulas to estimate and determine measurements.

Grade One

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> • Measure length using nonstandard units • Measure length to the nearest inch, foot, and centimeter • Add and subtract lengths without mixing units (inches and inches, feet and feet) • Measure weight using nonstandard units • Measure capacity to the nearest cup • Read and use calendars • Name the months of the year in order, and identify which months occur in which season (e.g., July is in summer) • Tell time to the nearest hour and half hour using digital and analog clocks • Measure temperature in degrees Fahrenheit • Identify and state the value of coins (penny, nickel, dime, quarter, half dollar) and bills (one, five, and ten dollar) • Determine the value of a collection of coins up to \$1, bills up to \$100 • Use different combinations of coins to make money amounts • Compare and order objects, using appropriate vocabulary, by length, weight, capacity, and temperature • Recognize and explain the need for fixed units for measuring • Estimate length 	<div> <div>M.UN.01.01</div> <div>Measure the length of objects in non-standard units, e.g., pencil lengths, shoe lengths, to the nearest whole unit.</div> </div> <div> <div>M.UN.01.02</div> <div>Compare measured lengths using the words shorter, shortest, longer, longest, taller, tallest, etc.</div> </div> <div> <div>M.UN.01.03</div> <div>Tell time on a twelve-hour clock face to the hour and half-hour.</div> </div> <div> <div>M.UN.01.04</div> <div>Identify the different denominations of coins and bills.</div> </div> <div> <div>M.UN.01.05</div> <div>Match one coin or bill of one denomination to an equivalent set of coins/bills of other denominations, e.g., 1 quarter = 2 dimes and 1 nickel.</div> </div> <div> <div>M.UN.01.06</div> <div>Tell the amount of money: in cents up to \$1, in dollars up to \$100. Use the symbols \$ and ¢.</div> </div> <div> <div>M.PS.01.08</div> <div>Solve one-step word problems using addition and subtraction of length, money, and time, including “how much more/less”, without mixing units.</div> </div> <div> <div>Grade Level Content Expectations Taught at Another Grade Level</div> <div> <div>M.PS.01.07</div> <div>Add and subtract money in dollars only or in cents only. (NHA Grade 2)</div> </div> </div>

NHA Mathematics Exemplar: Data Analysis and Probability

The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predictions that are based on data. They student will understand and apply basic concepts of probability.

Grade One

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Collect and record data using tally marks Organize, display, and interpret data using pictographs where one picture represents 1, 2, 5, or 10 Construct and interpret horizontal and vertical bar graphs Construct and interpret Venn diagrams Interpret and compare data using least, most, greater than, less than, and equal to Formulate and discuss conclusions made from graphs Identify whether events are certain, impossible, more likely, less likely, or equally likely 	<div> D.RE.01.01 <div>Collect and organize data to use in pictographs.</div> </div> <div> D.RE.01.02 <div>Read and interpret pictographs.</div> </div> <div> D.RE.01.03 <div>Make pictographs of given data using both horizontal and vertical forms of graphs; scale should be in units of one and include symbolic representations, e.g., ☺ represents one child.</div> </div>

NHA Mathematics Exemplar: Problem Solving

The student will apply the problem solving process by understanding problems choosing and employing strategies to solve problems, monitor and reflect on the process of mathematical problem solving, justify solutions, and extend the problems.

Grade One

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none">• Determine the approach, materials, and strategies to use in solving problems• Discuss and analyze problems with teacher and/or peers• Use drawing/pictures to model and solve problems• Use manipulatives (e.g., blocks, tiles) to model and solve problems• Use informal counting strategies to find solutions• Represent problems verbally and with numbers sentences• Make precise calculations and check the validity of the results in context of the problem• Explain and justify the reasoning and strategies used to solve a problem• Explain and use the connections between two problems	

GRADE ONE
Science Content
Michigan Alignment

GRADE ONE
Social Studies Content
Michigan Alignment



Curriculum Guide

Michigan

Grade Two

GRADE TWO
English Language Arts Learning Objectives
Michigan Alignment

NATIONAL HERITAGE ACADEMIES CURRICULUM
MICHIGAN ALIGNMENT
English Language Arts

NHA EXEMPLARS	MICHIGAN GRADE-LEVEL CONTENT EXPECTATIONS
<p><i>READING</i> Concepts of Print, Word Recognition, Fluency and Vocabulary Development The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently Comprehension The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction Informational Text The student will apply a range of reading skills and strategies to read and comprehend informational text Literary Response and Analysis The student will apply a range of reading skills and strategies to read from a wide variety of literary genres and make text-to-text, text-to-self, and text-to- world connections</p> <p><i>WRITING</i> Writing Process The student will apply a variety of skills and strategies to plan, draft, revise, edit and publish written work Writing Applications The student will practice different types of writing to communicate ideas, concepts, emotions and descriptions to the reader Research The student will employ appropriate methods and resources to research and report on an inquiry topic</p> <p><i>LANGUAGE USAGE</i> Language Usage and Conventions The student will apply the conventions of grammar, spelling, punctuation, and capitalization in their own writing and conventions of grammar while speaking</p> <p><i>SPEAKING, LISTENING, AND VIEWING</i> Speaking The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing Listening and Viewing The student will apply critical listening and viewing skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information</p>	<p><i>READING</i> Word Recognition and Word Study <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Word Recognition • Vocabulary Fluency Narrative Text Informational Text Comprehension Metacognition Critical Standards Reading Attitude</p> <p><i>WRITING</i> Genre Process Personal Style Grammar and Usage Spelling Handwriting Writing Attitude</p> <p><i>SPEAKING</i> Conventions Discourse</p> <p><i>LISTENING AND VIEWING</i> Conventions Response</p>

NHA ELA Exemplar: Concepts of Print, Word Recognition, Fluency, and Vocabulary Development

The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently.

Grade Two

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade Two
<ul style="list-style-type: none"> Automatically recognize grade-level sight and frequently-used words, steadily increasing the number of words that can read fluently throughout the year Identify and produce all letter-sound correspondences, including consonant blends/digraphs, and vowel digraphs/diphthongs Use basic phonetic analysis to decode unknown words (e.g. common letter/sound relationships, onsets and rimes, short and long vowel sounds, blends, word patterns, common word families, digraphs {wh, ph}, irregular vowels {ei, ie, ea, ue}) Identify words as having long or short vowel sounds Distinguish the beginning, middle, and end sounds of words Identify rhyming words with the same or different spelling pattern Create new words by adding, blending, substituting, or deleting phonemes in original words Use knowledge of letter-sound correspondences to blend sounds in order to decode unfamiliar but decodable words with one or more syllables Use knowledge of common word families and spelling patterns to decode and produce words (e.g. -ale, -est, oat, -ite, -ate, -ock, -ump) Segment letter, letter blends, and syllables in words Identify words using knowledge of word structure (e.g. syllables, basic prefixes and suffixes, root words, verb endings, regular and irregular plurals) Identify and determine the meaning of unknown words using syntactic (grammar) and semantic (meaning) cues, including picture clues Use the meanings of simple prefixes (e.g. un-, re-), suffixes (-ful, -s, -ed, -ing), and root words to determine word meaning Determine the meaning of unknown words using a variety of context clues (e.g. draw on earlier reading, reread, read ahead, predict, picture clues, word or sentence clues) Explain and give examples of common synonyms and antonyms Read homographs aloud correctly, adjusting sounds to fit the meaning in context Identify and define simple multiple-meaning words (e.g. change, duck, bat) Apply knowledge of individual words to predict the meaning of compound words Classify words into categories (e.g., colors, fruits, transportation, sports) Use a beginner's dictionary or glossary to learn the meaning and pronunciation of words Identify contractions and common abbreviations and connect them to whole words (Jan., Sun., Mr. St Learn new words through reading and explicit instruction, including word categories, and words from math, science, and social studies Read aloud 2nd grade-level texts fluently, using punctuation cues (periods and question marks), appropriate changes in voice, timing, and expression 	<p>R.WS.02.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion</p> <p>R.WS.02.02 Recognize that words are composed of sounds blended together and carry meaning</p> <p>R.WS.02.03 Understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet</p> <p>R.WS.02.04 Use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: letter-sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs <i>wh, ph</i>, irregular vowels <i>ei, ie, ea, ue</i></p> <p>R.WS.02.05 Automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year</p> <p>R.WS.02.06 Make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade</p> <p>R.WS.02.07 Make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade</p> <p>R.WS.02.08 Use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words</p> <p>R.WS.02.09 Know the meanings of words encountered frequently in grade-level reading and oral language contexts</p> <p>R.WS.02.10 Use syntactic and semantic cues including reading context; picture clues; prefixes <i>re-, un-</i>; and suffixes <i>-s, -ed, -ing</i> to determine the meaning of words in grade-appropriate texts</p> <p>R.WS.02.11 In context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning</p> <p>R.FL.02.01 Automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context</p> <p>R.FL.02.02 Use punctuation cues (periods and questions marks) when reading aloud with intonation, pauses, and emphasis</p> <p>R.FL.02.03 Read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level</p>

NHA ELA Exemplar: Comprehension

The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction.

Grade Two

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade Two
<ul style="list-style-type: none"> • Read from a variety of genres and authors and for different purposes (e.g., for information, for understanding, for enjoyment) • Read independently and silently • Apply before, during and after reading comprehension strategies (e.g., activating prior knowledge, predicting, asking questions, visualizing, comparing/contrasting, summarizing, making connections, making inferences, making generalizations, and drawing conclusions) • Preview text (e.g. skim materials, view pictures, read captions and titles) • Make, confirm, and revise simple predictions about what will be found in text (e.g., use prior knowledge, illustrations, titles, subtitles, key words, words that signal sequence {before, first, next, during, after, while, final, etc.}, and vocabulary) • Recognize when meaning breaks down and apply various comprehension strategies such as predicting, adjusting reading rate, looking back, reading on, asking questions, clarifying words or ideas, or by summarizing what has been read so far • Use graphic organizers to demonstrate comprehension (e.g., Venn diagrams, story maps, KWL charts, concept webs, etc.) • Demonstrate comprehension of text by responding to literal, inferential, evaluative, and synthesizing questions • Identify the author's purpose (e.g., to persuade, to inform, to entertain) • Determine the main idea of a text • Retell in sequence the main ideas from a text, including supporting details • Identify simple examples of cause and effect in text • Discuss or write about what had been learned from reading a text and offer ideas, opinions, and observations • Select reading materials using criteria such as personal interest, knowledge of authors, genres, text difficulty, purpose for reading, and recommendations from others • Read both student- and teacher-selected texts from a variety of genres , forms, and authors; select appropriate texts for specific purposes from classroom, school, and public libraries 	<p>R.CM.02.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses</p> <p>R.CM.02.02 Retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text</p> <p>R.CM.02.03 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read</p> <p>R.MT.02.01 Self-monitor comprehension by recognizing when reading is breaking down and use strategies including making credible predictions to increase comprehension when reading or listening to text</p> <p>R.MT.02.02 Self-monitor comprehension by using strategies including constructing mental images, visually representing ideas in text, and asking questions before, during, and after reading</p> <p>R.MT.02.03 Self-monitor comprehension by re-reading or listening again if uncertain about meaning, making inferences, and summarizing the most important ideas and themes in a text</p> <p>R.MT.02.04 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g. using context to predict meaning of unfamiliar words), and discuss which comprehension strategies worked and which did not</p> <p>R.MT.02.05 Self-monitor comprehension by using graphic organizers such as Venn diagram and paragraphs to compare and contrast or indicate a sequence of ideas</p> <p>R.MT.02.06 Determine which resources contain appropriate information for the intended task using teacher/student generated criteria</p> <p>GLCEs Not Specifically Addressed</p> <p>R.AT.02.01 Be enthusiastic about reading and learning to read</p> <p>R.AT.02.02 Do substantial reading and writing on their own during free time in school and at home</p>

NHA ELA Exemplar: Informational Text

The student will apply a range of reading skills and strategies to read and comprehend informational text.

Grade Two

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade Two
<ul style="list-style-type: none"> Identify and describe the form, features and purpose of informational texts (e.g., textbooks, magazines, encyclopedias, directions, procedures, newspapers, letters) Use common textual features to locate information in text (e.g., titles, table of contents, page numbers, headings, illustrations, captions) Explain how authors use boldface text, graphs, maps, diagrams, charts, and photographs/illustrations to enhance understanding of key ideas Identify and describe informational text patterns (e.g., descriptive, sequential, alphabetical, compare and contrast) Use and interpret information found in graphic features of text (e.g., charts, maps, diagrams) Find the problem and solution in text (cause and effect) Recall key information and details from text Make inferences about text (e.g. how, why, what if) Ask and find answers to basic elements of text (e.g., who, what, where, when, how, and why) Identify the main idea and recall supporting details Read text to find information to answer questions or solve problems Use prior knowledge and experience to understand and respond to new information, facts, and ideas Discuss the similarities and differences between texts Discuss how a text relates to a Moral Focus theme and make connections to own life Follow two-step instructions; analyze a set of directions for proper sequencing, clarity and completeness 	<p>R.IT.02.01 Identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, personal correspondence, science and social studies magazines</p> <p>R.IT.02.02 Discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast</p> <p>R.IT.02.03 Explain how authors use text features including boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas</p> <p>R.IT.02.04 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding</p> <p>R.CM.02.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts</p>

NHA ELA Exemplar: Literary Response and Analysis

The student will apply a range of reading skills and strategies to read from a wide variety of literary genres and make text-to-text, text-to-self, and text-to-world connections.

Grade Two

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade Two
<ul style="list-style-type: none"> • Read, listen to and respond to literature from a wide range of genres, authors, cultures, and themes • Explain the difference between fiction and non-fiction • Identify the characteristics of a variety of literary forms and genres (e.g., picture books, fairy tales, nursery rhymes, poetry, plays, stories) • Recognize examples of rhyme, rhythm, and alliteration in poetry and stories • Identify setting, characters, main events, sequence, and problems in stories • Make and confirm predictions about what will happen next in a story • Retell a story listened to or read, recalling the main events, sequence, characters, problem and resolution (e.g. retell by speaking, writing, or role-playing) • Describe a character based on the author's description and other evidence in the story • Identify basic plot concepts of a story (e.g., main problem, resolution, cause and effect, sequence of events) • Describe the setting in a story (time and place) • Identify the theme (e.g. lesson, moral, message) of a story or poem with assistance • Use graphic organizers to record important details about characters and events in stories • Respond to a story related to a Moral Focus theme by making text-to-self and text-to-world connections • Describe ways in which an author uses literary devices to influence the reader (e.g., sensory words, titles, illustrations, action) • Compare and contrast versions of the same story from different cultures 	<p>R.NT.02.01 Describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit</p> <p>R.NT.02.02 Identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, and drama</p> <p>R.NT.02.03 Identify and describe character's actions and motivations, setting (time and place), problem/solution, and sequence of events</p> <p>R.NT.02.04 Identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions</p> <p>R.NT.02.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding</p>

NHA ELA Exemplar: Writing Process

The student will apply a variety of skills and strategies to plan, draft, revise, edit, and publish written work.

Grade Two

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade Two
<ul style="list-style-type: none"> • Develop a purpose for writing (to give information, to tell stories, to give directions) and consider audience • Use words and style in writing that is appropriate for the purpose and audience (e.g. friendly letter, story style, reports, imitating styles of published works) • Generate ideas for writing from books and pictures or through discussions with others and keep a list of ideas • Use a variety of prewriting strategies to plan and organize writing (e.g. brainstorming, lists, webs, pictures, Venn diagrams) • Make a plan for writing (e.g. main idea, details, sequence of events, order of information) • Draft compositions with: a beginning, middle, and end; related ideas in paragraph clusters; and sentences in a logical order • Write single or multiple paragraphs with a main idea or topic sentence and supporting details. • Use different organizational patterns to communicate ideas (e.g. sequence of events, compare/contrast, story plot) • Demonstrate a developing personal voice and style in writing (e.g., word choice, varied sentences and sentence beginnings, descriptive words, and use of imagination) • Reread and revise writing to improve meaning and clarity, to rearrange sentences words sentences or paragraphs, or to add or delete information • Use constructive comments and suggestions from peers and teachers to revise writing • Use resources and reference materials (e.g., beginner's dictionary, word wall, word bank) to choose more effective vocabulary • Edit own writing and the writing of others to improve conventions (e.g. grammar, spelling, punctuation, capitalization, complete sentences, word order in sentences) using an editing checklist or set of rules both individually and in groups • Apply tools (e.g., rubric, checklist, and feedback) to judge the quality of own writing and the writing of others • Publish a final draft that is legible, error-free, and follows appropriate format • Share written products with others (e.g., conferencing, author's chair, presentations, bookmaking, discussions) • Use a computer to publish writing • Maintain a portfolio that includes informational, imaginative, evaluative, and informal writing selected by both the teacher and the student 	<p>W.PR.02.01 Set a purpose, consider audience, and begin to use styles and patterns derived from studying authors' craft when writing a narrative or informational piece</p> <p>W.PR.02.02 Develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast)</p> <p>W.PR.02.03 Draft focused ideas in written compositions using paragraph clusters, each containing a main idea and some supporting details</p> <p>W.PR.02.05 Draft a coherent piece with appropriate grammar, usage, mechanics, and temporary spellings</p> <p>W.PR.02.06 Revise drafts based on constructive and specific oral and written responses to writing; identify sections of the piece that need to be revised using reorganization, additions, deletions, and appropriate use of transitions; make stylistic changes in content and form to suit intended purpose and audience</p> <p>W.PR.02.07 Attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups</p> <p>W.PS.02.01 Develop personal style in oral, written, and visual messages in both narrative (e.g., descriptive language, use of imagination, varying sentence beginnings) and informational writing (e.g., facts, effective conclusions)</p> <p>R.CS.02.01 Develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others</p> <p>GLCEs Not Specifically Addressed</p> <p>W.AT.02.01 Be enthusiastic about writing and learning to write</p> <p>W.PR.02.04 Write in first and third person based on genre type and purpose</p>

NHA ELA Exemplar: Writing Applications

The student will practice different types of writing to communicate ideas, concepts, emotions, and descriptions to the reader.

Grade Two

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade Two
<ul style="list-style-type: none"> • Write for different purposes and audiences, replicating authors' styles and patterns (e.g., picture books, friendly letters, stories, poems, informational pieces, personal narratives, responses to literature) • Use informal writing for various purposes (e.g., notes, journals, poems, labels, titles) • Write personal narratives (autobiographical) that: tell about an experience; have a logical sequence of events; and describe the setting, situation, people, objects, and events in detail • Write narratives (e.g., realistic fiction, fantasy, personal narrative, poetry) that establish: simple plot sequence, characters, setting and use descriptive words, rhyme and rhythm (poetry) • Write responses to literature that: demonstrate an understanding of the text; describe simple elements of plot and characters; give personal opinions; and support opinions with details in the text • Write expository compositions (informational) that: include a main idea and supporting details; use common text structures (e.g. descriptive, logical or numerical sequence, or compare and contrast); and use illustrations or other graphics as appropriate • Write narrative (personal or literary), expository, or persuasive compositions that incorporate a Moral Focus theme, following all the conventions of the selected format • Write brief descriptions about people, places, objects or events that have a main idea and supporting details • Write friendly letters or invitations that include the date, greeting, body, closing, and signature 	<p>W.GN.02.01 Write a narrative piece such as realistic fiction, fantasy, or personal narrative depicting major story events, using illustrations to match mood, and containing setting, problem/solution, and sequenced events</p> <p>W.GN.02.02 Approximate poetry based on reading a wide variety of grade-appropriate poetry</p> <p>W.GN.02.03 Write an informational piece including a magazine feature article using an organizational pattern such as description, enumeration, sequence, or compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas</p>

NHA ELA Exemplar: Research

The student will employ appropriate methods and resources to research and report on an inquiry topic.

Grade Two

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade Two
<ul style="list-style-type: none">• Create a report on a research topic, using at least two sources• Identify a research question from a list of teacher-selected topics, or by area of personal interest• Use a variety of sources to gather information (e.g., books, magazines, electronic resources, pictures, observation)• Record information gathered with assistance (e.g., notes, graphic organizers)• Use the information gathered to produce a written or oral report• Support main idea with facts and details gathered• Use charts, graphs or drawings, to enhance presentation of report	<p>W.GN.02.04 Use the writing process to produce and present a research project; develop two research questions related to a teacher-selected topic; gather electronic or print resources and organize the information using key ideas with teacher assistance</p>

NHA ELA Exemplar: Language Usage and Conventions

The student will apply the conventions of grammar, spelling, punctuation, and capitalization in their own writing and conventions of grammar while speaking.

Grade Two

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade Two
<ul style="list-style-type: none"> • Demonstrate a developing knowledge of correct English language conventions and usage in speech and writing • Distinguish between complete and incomplete sentences • Write in complete sentences with correct punctuation • Use correct word order in sentences • Spell high-frequency words (e.g. was, were, says, said, who, what, why); grade-level multi-syllabic decodable words; basic words with short vowels and long vowels; r-controlled words; consonant blend patterns (e.g., gl, dr, st, fr, etc.); digraphs (e.g., th, sh, wh, ch); two-syllable words with common prefixes and suffixes (e.g. flying, redo), and words from other content areas • Use multiple strategies to spell words correctly including: letter/sound; onset and rime; knowledge of previously studied decodable words; common spelling patterns (word families); spelling rules (dropping silent e before adding -ing, doubling final consonant before adding -ed or -ing) • Use a dictionary, word wall, word list, or other resource to spell words correctly in writing • Use correct punctuation including: commas (e.g., in a series, in dates, to introduce dialogue and quotations, opening and closing of letters); periods (declarative sentences); question marks; exclamation points; apostrophes (contractions); quotation marks (dialogue) • Use correct capitalization conventions including: first word of a sentence or greeting; the pronoun "I"; proper names; months and days of the week; titles and initials in names; names of streets, cities, towns, states and countries • Identify and use: nouns (e.g. simple object, people, family members, categories, common plurals, collective, etc); pronouns (personal); adjectives; adverbs; verbs (helping, linking, irregular); and conjunctions • Classify words as nouns and use common nouns in sentences • Use subject-verb agreement and verb tense correctly • Identify and use past and present verb tense • Recognize action and auxiliary verbs (helping verbs) • Identify and use adjectives and adverbs in writing • Use nouns and pronouns that are in agreement • Arrange a list of words in alphabetical order • Write fluently and legibly in print all upper-case and lower-case letters using correct letter form; proper letter, word and sentence spacing; left-to-right and top-to-bottom directionality; and margins 	<p>W.GR.02.01 In the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns</p> <p>W.SP.02.01 In the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists)</p> <p>W.HW.02.01 Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet</p>

NHA ELA Exemplar: Speaking

The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing.

Grade Two

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade Two
<ul style="list-style-type: none"> • Demonstrate an understanding of the correct conventions and usage of English in speech • Use complete sentences, with age- and grade-level appropriate vocabulary to express ideas and to describe people, places, events, actions, or things • Speak clearly with appropriate expression, volume, and pacing • Use language that is appropriate for the purpose and audience (e.g. class discussions, playground interactions, speaking to teachers or other adults) • Use synonyms, antonyms, homonyms, word analogies, and common figures of speech • Participate and contribute in small and large group discussions (e.g. whole class discussions, work groups, partners, etc.) following the rules of conversation (e.g. listen respectfully, respond appropriately, avoid interrupting) • Ask questions in class for clarification or information • Respond to questions, including questions about narrative or informational texts read • Present simple oral presentations to class about a topic, event or experience (e.g. tell or retell stories; describe a personal experience; present information in logical sequence; use appropriate vocabulary; give descriptive details) • Retell stories read or listened to including plot, characters, and setting • Use role-play to show interpretation of real or fictional people or events • Deliver short informational reports that: have a main idea; demonstrate an understanding of the topic; have a logical sequence of ideas; use at least one source (book, article, person, electronic source; include facts and details; use appropriate visual materials when appropriate • Use descriptive words when speaking about a person, place, object, or experience • Recite familiar poems, rhymes, songs and stories 	<p>S.CN.02.01 Use common grammatical structures correctly when speaking including subject/verb agreement, pronoun/noun agreement, nominative and objective case pronouns, and more complex conjunctions (e.g., although, instead of , so that)</p> <p>S.CN.02.02 Explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions</p> <p>S.CN.02.03 Speak effectively adopting appropriate tone of voice and intonation patterns in narrative and informational presentations</p> <p>S.CN.02.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their deepening version of standard American English)</p> <p>S.CN.02.05 Understand, providing examples of how language differs from school and home as a function of linguistic and cultural group membership</p> <p>S.DS.02.01 Engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions</p> <p>S.DS.02.02 Tell or retell stories (e.g., fantasy, legends, drama), using story grammar (e.g. elaborated information about characters, characters' actions and motivations, plot, and setting as related to plot), while maintaining appropriate intonation and tone of voice</p> <p>S.DS.02.03 Respond to multiple text types by reflecting, making connections, taking a position, and./or showing understanding</p> <p>S.DS.02.04 Plan and deliver presentations using an informational organizational pattern (e.g., descriptive, cause/effect, compare/contrast) providing supportive facts and details to make their point, reflecting the source of information, while maintaining appropriate intonation and tone of voice using a prop</p>

NHA ELA Exemplar: Listening and Viewing

The student will apply critical listening and viewing skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information.

Grade Two

NHA Grade Level Learning Objectives	Michigan Grade-Level Content Expectations Grade Two
<ul style="list-style-type: none"> • Demonstrate active listening skills (e.g. facing the speaker; making eye contact; understanding the purpose for listening; asking questions for clarification or additional information; listening quietly without interruption) • Listen to comments of peers or adults and respond by adding a connected idea • Listen to gain information or to understand procedures (e.g. give and follow three- and four-step directions) • Take notes or use graphic organizers to record information during oral presentations and/or whole class instruction • Recognize friendly communication through tone of voice, gestures, and content • Identify the main idea and supporting details • Connect prior knowledge and experiences to oral messages • Identify the main idea in visual media (e.g., pictures, television, newspaper photographs, videos, cartoons) • Compare and contrast real life with life depicted in visual media (e.g., find similarities and differences with own family and the family in a television show); know the difference between characters and the actors who play them 	<p>L.CN.02.01 Understand, restate and follow three- and four-step directions</p> <p>L.CN.02.02 Ask appropriate questions for clarification and understanding during a presentation or report</p> <p>L.CN.02.03 Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea</p> <p>L.CN.02.05 Begin to evaluate the messages they experience in broadcast and print media distinguishing between factual information and opinion, advertising hype, or propaganda</p> <p>L.RP.02.01 Listen to or view knowledgeably and discuss a variety of genre</p> <p>L.RP.02.02 Select, listen to or view knowledgeably and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit</p> <p>L.RP.02.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding</p> <p>GLCEs Not Specifically Addressed</p> <p>L.CN.02.04 Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent)</p>

GRADE TWO
Mathematics Learning Objectives
Michigan Alignment

NATIONAL HERITAGE ACADEMIES CURRICULUM

MICHIGAN ALIGNMENT

MATHEMATICS

NHA EXEMPLARS	MICHIGAN GRADE LEVEL CONTENT EXPECTATIONS
<p>Number Sense and Operations The student will build a deep understanding of the representation, models, and connections between real numbers. They will understand the properties and characteristics of real numbers and their application to computation. The student will become fluent in arithmetic computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations with mathematical algorithms.</p> <p>Algebra and Functions The student will understand and use variables and algebraic expressions. The students will solve equations and functions, represent solutions on the coordinate plane, and describe the characteristics of the graphs. They will write and use formulas to solve problems and describe patterns.</p> <p>Geometry The student will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; and use visualization, spatial reasoning, and geometric modeling to solve problems.</p> <p>Measurement The student will understand measurable attributes of objects and the units, systems, and processes of measurement. They will apply appropriate techniques, tools, and formulas to estimate and determine measurements.</p> <p>Data Analysis and Probability The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predications that are based on data. The student will understand and apply basic concepts of probability.</p> <p>Problem Solving The student will apply the problem solving process by understanding problems, choosing and employing strategies to solve problems, monitor and reflect on the process of mathematical problem solving, justify solutions, and extend the problems.</p>	<p>Patterns, Relationships, and Functions Patterns, relationships and functions comprise one of the most important themes in the study of mathematics. Mathematical thinking begins with the recognition of similarities among objects or events, proceeds to generalization and abstraction, and culminates in the ability to understand, explain and make predictions. Contexts that exhibit structure and regularity provide rich opportunities for describing the physical world, studying mathematics and solving problems.</p> <p>Geometry and Measurement We live in a three-dimensional world. In order to interpret and make sense of that world, students need both analytical and spatial abilities. Geometry and measurement, which involve notions of shape, size, position, and dimension, are used extensively to describe and understand the world around us.</p> <p>Data Analysis and Statistics We live in a sea of information. In order not to drown in the data that inundate our lives every day, we must be able to process and transform data into useful knowledge. The ability to interpret data and to make predictions and decisions based on data is an essential basic skill for every individual.</p> <p>Number Sense and Numeration Number sense is to mathematics what vocabulary is to language. Students must learn to quantify and measure, concretely at first and increasingly more abstractly as they mature. They also must develop an understanding of numeration systems and of the structure of such systems. They must learn to estimate mathematical quantities and to represent and communicate mathematical ideas in the language of mathematics.</p> <p>Numerical and Algebraic Operations and Analytical Thinking The ability to represent quantitative situations with algebraic symbolism, numerical operations and algebraic thinking is essential to solving problems in significant contexts and applications. The concepts of number and variable and their symbolic representation and manipulation are central to the understanding of arithmetic and its generalization in algebra. The contemporary applications of mathematics in virtually every field of work and study rely on algebraic and analytic thinking and communication as fundamental tools.</p> <p>Probability and Discrete Mathematics Contemporary uses of mathematics demand that students learn to deal with uncertainty, to make informed decisions based on evidence and expectations, to exercise critical judgment about conclusions drawn from data, and to apply mathematical models to real-world phenomena. The technological world in which we live also depends upon information and the communication of information and upon applications of systems with separate (discrete) entities. Topics of discrete mathematics such as counting and permutation problems, matrix operations, vertex-edge networks, and relationships among finite sets have significant real-world applications that students will encounter in diverse fields of work and study.</p>

NHA Mathematics Exemplar: Number Sense and Operations

The student will build a deep understanding of the representation, models, and connections between real numbers. They will understand the properties and characteristics of real numbers and their application to computation. The student will become fluent in arithmetic computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations with mathematical algorithms.

Grade Two

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Count to 1,000 starting at any number in the sequence Count by 2's, 3's, 4's, 5's, and 10's Explain the place value relationships of numbers up to 1,000 (e.g., 100 is 10 tens) Identify the place value of a digit in a number (e.g., in 3,241, the digit 2 is in the hundreds place) Compose and decompose numbers (e.g., $37 = 30 + 7 = 17 + 20 = 40 - 3$) Model and write whole numbers in expanded form ($378 = 300 + 70 + 8$) Read and write whole numbers up to 1,000 in both numerals and words Compare, order, and plot whole numbers up to 1,000 Identify and construct fractions using models (folding strips, parts of a whole, parts of a set) Read, write, and compare commonly used fractions (e.g., $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{4}$, $\frac{3}{4}$) Identify and model the relationship between fractional parts and one whole (e.g., $\frac{4}{4} = 1$ whole, $\frac{7}{7} = 1$ whole) For unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$, explain the inverse relationship between the size of a unit fraction and the size of the denominator (e.g., $\frac{1}{5}$ is smaller than $\frac{1}{2}$) Determine if a number is odd or even Use the symbols $<$, $>$, and $=$ when comparing numbers Model and use the Commutative and Associative properties of addition Model and use the inverse relationship between addition and subtraction to solve problems and check solutions Develop and use multiple strategies to add and subtract whole numbers (e.g., compensation, doubling, modeling, properties, and formal algorithms) Add and subtract whole numbers up to 3-digits with and without regrouping Find the sum of three or more two-digit numbers Model and explain multiplication (e.g., repeated addition, area models, tables, patterns, arrays, and doubling) Demonstrate mastery of multiplication facts up to 5×5 Model and explain division (e.g., repeated subtraction, equal sharing, and forming equal groups) Estimate sums and differences of whole numbers Use mental arithmetic to add and subtract 3-digit numbers and 1-digit numbers or multiples of 10 and 100 Use technology, including calculators, to explore patterns 	<p>N.ME.00.01 Count to 1,000 by 1's, 10's and 100's starting from any number in the sequence.</p> <p>N.ME.02.02 Read and write numbers to 1,000 in numerals and words, and relate them to the quantities they represent.</p> <p>N.ME.02.03 Compare and order numbers to 1,000; use the symbols $>$ and $<$.</p> <p>N.ME.02.04 Count orally by 3's and 4's starting with 0, and by 2's, 5's, and 10's starting from any whole number.</p> <p>N.ME.02.05 Express numbers through 999 using place value, e.g., 137 is 1 hundred, 3 tens, and 7 ones; use concrete materials.</p> <p>N.FL.02.06 Decompose 100 into addition pairs, e.g., $90 + 1$, $98 + 2$...</p> <p>N.MR.02.07 Find the distance between numbers on the number line, e.g., how far is 79 from 26?</p> <p>N.MR.02.09 Given a contextual situation that involves addition and subtraction using numbers through 99: model using objects or pictures; explain in words; record using numbers and symbols; solve.</p> <p>N.FL.02.10 Add fluently two numbers through 99, using strategies including formal algorithms; subtract fluently two numbers through 99.</p> <p>N.FL.02.11 Estimate the sum of two numbers with three digits.</p> <p>N.FL.02.12 Calculate mentally sums and differences involving: three-digit numbers and ones; three-digit numbers and tens; three-digit numbers and hundreds.</p> <p>N.MR.02.13 Understand multiplication as the result of counting the total number of objects in a set of equal groups, e.g., 3×5 gives the number of objects in 3 groups of 5 objects, or $3 \times 5 = 5 + 5 + 5 = 15$.</p> <p>N.MR.02.14 Represent multiplication using area and array models.</p> <p>N.MR.02.15 Understand division (\div) as another way of expressing multiplication, using fact families within the 5×5 multiplication table; emphasize that division "undoes" multiplication, e.g., $2 \times 3 = 6$ can be rewritten as $6 \div 2 = 3$ or $6 \div 3 = 2$.</p> <p>N.MR.02.16 Given a situation involving groups of equal size or of sharing equally, represent with objects, words, and symbols; solve.</p> <p>N.MR.02.17 Develop strategies for fluently multiplying numbers up to 5×5.</p> <p>N.ME.02.18 Recognize, name, and represent commonly used unit fractions with denominators 12 or less; model $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ by folding strips.</p> <p>N.ME.02.19 Recognize, name, and write commonly used fractions, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$.</p> <p>N.ME.02.21 For unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$ understand the inverse relationship between the size of a unit fraction and the size of the denominator; compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.</p>

N.ME.02.22 Recognize that fractions such as $\frac{2}{2}$, $\frac{3}{3}$, and $\frac{4}{4}$ are equal to the whole (one).

Grade Level Content Expectations Taught at Another Grade Level

N.ME.02.20 Place 0 and halves, e.g., $\frac{1}{2}$, $1\frac{1}{2}$, $2\frac{1}{2}$, on the number line; relate to a ruler. (NHA Grade 3)

NHA Mathematics Exemplar: Algebra and Functions

The student will understand and use variables and algebraic expressions. The student will solve equations and functions, represent solutions on the coordinate plane, and describe the characteristics of graphs. They will write and use formulas to solve problems and describe patterns.

Grade Two

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none">• Use symbols to represent unknown quantities in number sentences• Write and solve number sentences for problem situations involving addition and subtraction (e.g., $_ + 12 = 32$)• Create, describe, and extend numeric (addition and subtraction) and geometric (shape) patterns	Number and Operations N.MR.00.10 Find missing values in open sentences, e.g., $42 + \square = 57$; use relationship between addition and subtraction.

NHA Mathematics Exemplar: Geometry

The student will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; and use visualization, spatial reasoning, and geometric modeling to solve problems.

Grade Two

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Identify, describe, and compare two-dimensional figures (e.g., circle, rhombus, triangle, rhombus) Identify and compare the faces, edges, and vertices of three-dimensional figures (e.g., sphere, pyramid, cone) Classify and sort two- and three-dimensional figures by their attributes (e.g., faces, edges, vertices, shape) Investigate and predict the results of combining or separating two- and three-dimensional figures Identify congruent two-dimensional shapes in any position Identify and draw lines of symmetry in shapes and figures (e.g., logos, alphabet) Investigate and predict the results of reflections, rotation, and translations of two-dimensional figures Find and name locations using simple coordinate systems such as maps and first quadrant grids 	<p>G.GS.02.01 Identify, describe, and compare familiar two-dimensional and three-dimensional shapes, such as triangles, rectangles, squares, circles, semi-circles, spheres, and rectangular prisms.</p> <p>G.GS.02.02 Explore and predict the results of putting together and taking apart two-dimensional and three-dimensional shapes.</p> <p>G.GS.02.04 G.SR.02.05 Classify familiar plane and solid objects, e.g., square, rectangle, rhombus, cube, pyramid, prism, cone, cylinder, and sphere, by common attributes such as shape, size, color, roundness, or number of corners and explain which attributes are being used for classification.</p> <p>G.TR.02.06 Recognize that shapes that have been slid, turned, or flipped are the same shape, e.g., a square rotated 45° is still a square.</p> <p>G.LO.02.07 Find and name locations using simple coordinate systems such as maps and first quadrant grids.</p>
	<p>Michigan Grade 3 (Geometry)</p> <p>G.SR.03.05 Compose and decompose triangles and rectangles to form other familiar two-dimensional shapes, e.g., form a rectangle using two congruent right triangles, or decompose a parallelogram into a rectangle and two right triangles.</p>
	<p>Grade Level Content Expectations Taught at Another Grade Level</p>
	<p>G.GS.02.04 Distinguish between curves and straight lines and between curved surfaces and flat surfaces. (NHA Grade 3)</p>

NHA Mathematics Exemplar: Measurement

The student will understand measurable attributes of objects and the units, systems, and processes of measurement. They will apply appropriate techniques, tools, and formulas to estimate and determine measurements.

Grade Two

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Measure length to the nearest inch, foot, yard, centimeter, and meter Add and subtract lengths that may require regrouping (inches to feet, meters to centimeters) Measure weight to the nearest gram, ounce, and pound Measure capacity to the nearest cup, pint, and liter Tell time to the nearest quarter hour and five-minute interval using digital and analog clocks Find the duration of intervals of time in hours and half hours Measure temperature in degrees Fahrenheit and Celsius Read and write amounts of money using decimal notation Find the value of a collection of money Model equal amounts of money with different coin combinations Use the fewest number of coins to show an amount of money Determine the amount of change from a purchase (up to \$1) Add and subtract money in dollars and cents Establish personal or common referents for units of measure to make estimates and comparisons (e.g., the width of a finger is a centimeter, a large bottle of soda pop is 2 liters, a small paper clip weighs about one gram) Define perimeter and find perimeter of rectangles and triangles by using string, links, and adding side lengths Define area and find area of rectangles and squares by covering them with square units and using grids of unit squares Identify and use the relationship between units of length, weight, and capacity (e.g., inch to foot to yard, centimeter to meter, pints to gallons, ounces to pounds) Identify and use the relationship between units of time (e.g., 60 seconds in 1 minute, 60 minutes in 1 hour) Select and use appropriate units and tools to measure length, weight, mass, capacity, temperature, and time Estimate length, weight, and mass 	<p>M.UN.01.01 Measure lengths in meters, centimeters, inches, feet, and yards approximating to the nearest whole unit and using abbreviations; cm, m, in, ft, yd.</p> <p>M.PS.02.02 Compare lengths; add and subtract lengths (no conversion of units).</p> <p>M.UN.02.03 Measure area using non-standard units to the nearest whole unit.</p> <p>M.TE.02.04 Find the area of a rectangle with whole number side lengths by covering with unit squares and counting, or by using a grid of unit squares; write the area as a product.</p> <p>M.UN.02.05 Using both A.M. and P.M., tell and write time from the clock face in 5 minute intervals and from digital clocks to the minute; including reading time: 9:15 as nine-fifteen and 9:50 as nine-fifty. Interpret time both as minutes after the hour and minutes before the next hour, e.g., 8L50 as eight-fifty and ten to nine. Show times by drawing hand on clock face.</p> <p>M.UN.02.06 Use the concept of duration of time, e.g., determine what time it will be half an hour from 10:15.</p> <p>M.UN.02.07 Read and write amounts of money using decimal notations, e.g., \$1.15.</p> <p>M.PS.02.08 Add and subtract money in mixed units, e.g., \$2.20 + 60 cents and \$5.75 - \$3, but not \$2.50 + \$3.10.</p> <p>M.UN.02.09 Read temperature using the scale on a thermometer in degrees Fahrenheit.</p> <p>M.TE.02.11 Determine perimeters of rectangles and triangles by adding lengths of sides, recognizing the meaning of perimeter.</p> <p>Michigan Grade 1 (Measurement)</p> <p>M.PS.01.07 Add and subtract money in dollars only or in cents only.</p> <p>Michigan Grade 3 (Measurement)</p> <p>M.PS.03.10 Add and subtract lengths, weights, and times using mixed units within the same measurement system.</p>

NHA Mathematics Exemplar: Data Analysis and Probability

The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predictions that are based on data. They will understand and apply basic concepts of probability.

Grade Two

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Collect and record data using tally marks, charts, and tables Organize, display, and interpret data using tables, pictographs (any scale), horizontal and vertical bar graphs, and Venn diagrams Construct and interpret line plots Construct and interpret line graphs Identify the mode, maximum, minimum, and range for a set of data Formulate and discuss conclusions and predictions made from tables and graphs Identify whether events are certain, impossible, more likely, less likely, or equally likely Predict and record the outcomes of an event 	<div data-bbox="1094 407 2007 553"> <p>D.RE.01.01 Make pictographs using a scale representation, using scales where symbols equal more than one.</p> <p>D.RE.02.02 Read and interpret pictographs with scales, using scale factors of 2 and 3.</p> <p>D.RE.02.03 Solve problems using information in pictographs; include scales such as each ■ represents 2 apples; avoid cases where half the picture is shaded.</p> </div> <div data-bbox="1094 597 2007 683"> <p>Michigan Grade 3 (Data and Probability)</p> <p>D.RE.03.02 Read scales on the axes and identify the maximum, and range of values in a bar graph.</p> </div>

NHA Mathematics Exemplar: Problem Solving

The student will apply the problem solving process by understanding problems choosing and employing strategies to solve problems, monitor and reflect on the process of mathematical problem solving, justify solutions, and extend the problems.

Grade Two

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> • Determine the approach, materials, and strategies to use in solving problems • Discuss and analyze problems with teacher and peers • Select and apply appropriate strategies to solve problems individually or as a group (e.g., modeling with pictures or manipulatives and informal counting strategies) • Create and use organized lists or charts to model and solve problems • Represent problems verbally and with number sentences • Make precise calculations and check the validity of the results in context of the problem • Explain and justify the reasoning and strategies used to solve a problem • Explain and use the connections between two problems 	<p>Number and Operations N.MR.02.09 Given a contextual situation that involves addition and subtraction using numbers through 99: model using objects or pictures; explain in words; record using numbers and symbols; solve.</p> <p>Measurement M.PS.02.10 Solve simple word problems involving length and money.</p>

GRADE TWO
Science Content
Michigan Alignment

GRADE TWO
Social Studies Content
Michigan Alignment



Curriculum Guide

Michigan

Grade Three

GRADE THREE
English Language Arts Learning Objectives
Michigan Alignment

NATIONAL HERITAGE ACADEMIES CURRICULUM
MICHIGAN ALIGNMENT
English Language Arts

NHA EXEMPLARS	MICHIGAN GRADE-LEVEL CONTENT EXPECTATIONS
<p><i>READING</i> Concepts of Print, Word Recognition, Fluency and Vocabulary Development The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently Comprehension The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction Informational Text The student will apply a range of reading skills and strategies to read and comprehend informational text Literary Response and Analysis The student will apply a range of reading skills and strategies to read from a wide variety of literary genres and make text-to-text, text-to-self, and text-to- world connections</p> <p><i>WRITING</i> Writing Process The student will apply a variety of skills and strategies to plan, draft, revise, edit and publish written work Writing Applications The student will practice different types of writing to communicate ideas, concepts, emotions and descriptions to the reader Research The student will employ appropriate methods and resources to research and report on an inquiry topic</p> <p><i>LANGUAGE USAGE</i> Language Usage and Conventions The student will apply the conventions of grammar, spelling, punctuation, and capitalization in their own writing and conventions of grammar while speaking</p> <p><i>SPEAKING, LISTENING, AND VIEWING</i> Speaking The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing Listening and Viewing The student will apply critical listening and viewing skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information</p>	<p><i>READING</i> Word Recognition and Word Study <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Word Recognition • Vocabulary Fluency Narrative Text Informational Text Comprehension Metacognition Critical Standards Reading Attitude</p> <p><i>WRITING</i> Genre Process Personal Style Grammar and Usage Spelling Handwriting Writing Attitude</p> <p><i>SPEAKING</i> Conventions Discourse</p> <p><i>LISTENING AND VIEWING</i> Conventions Response</p>

NHA ELA Exemplar: Concepts of Print, Word Recognition, Fluency, and Vocabulary Development

The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently.

Grade Three

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Three
<ul style="list-style-type: none"> Automatically recognize grade-level sight and frequently-used words, steadily increasing the number of words that can read fluently throughout the year Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar but decodable words Use decoding strategies to read unfamiliar words (syllabication, vowel patterns, word families) Identify words using knowledge of word structure (e.g. roots, prefixes, suffixes, verb endings, regular and irregular plurals) Identify and determine the meaning of unknown words using syntactic (grammar) and semantic (meaning) cues Use the meaning of prefixes (e.g., un-, pre-, re-), suffixes (e.g., -er, -ful, -less, -est), word bases, and inflections to determine word meaning Determine the meaning of unknown words using a variety of context clues (e.g., draw on earlier reading; read ahead; predict; use word, sentence and paragraph clues) Define synonym and antonym; find examples in text Use a thesaurus to find the synonyms and antonyms of words Define and recognize the differences between homophones, homographs, and homonyms Use context clues to define multiple-meaning words (e.g. puzzle, fire, light, pen) Apply knowledge of individual words to determine the meaning of compound words Use word reference materials (dictionary, glossary) to confirm decoding skills, verify spelling, determine meaning, and learn pronunciation of words Use knowledge of contractions and common abbreviations (Mr., Mrs., Ave., Oct.) to identify whole words Extend vocabulary through reading and explicit instruction, including word categories, technical words and words from math, science, and social studies Read aloud 3rd grade-level texts fluently, with appropriate pacing, changes in voice, and expression 	<p>R.WS. 03.01 Automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year</p> <p>R.WS.03.02 Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words</p> <p>R.WS.03.03 Know the meanings of words encountered frequently in grade-level reading and oral language contexts</p> <p>R.WS.03.04 Automatically recognize the 220 Dolch basic sight words and 95 common nouns</p> <p>R.WS.03.05 Make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade</p> <p>R.WS.03.06 Acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context</p> <p>R.WS.03.07 Apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade-level text</p> <p>R.WS.03.08 In context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary</p>

NHA ELA Exemplar: Comprehension

The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction.

Grade Three

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Three
<ul style="list-style-type: none"> • Read from a variety of genres and authors and for different purposes (e.g., for information, for understanding, for enjoyment) • Read independently and silently, including: longer fiction and chapter books; and non-fiction books and articles • Apply before, during and after reading comprehension strategies (e.g., activating prior knowledge, predicting, asking questions, visualizing, comparing/contrasting, summarizing, making connections, making inferences, making generalizations, and drawing conclusions) • Preview text (e.g., skim materials, use pictures, textual clues, and text format) • Make, confirm, and revise simple predictions about what will be found in text (e.g., use prior knowledge, illustrations, titles, subtitles, key words, and vocabulary) • Recognize when meaning breaks down and apply various comprehension strategies such as skimming, adjusting reading rate, looking back, reading on, asking questions, clarifying words or ideas, or by summarizing what has been read so far • Take notes and/or use graphic organizers to aid in the comprehension of text (e.g., Venn diagrams, story maps, KWL charts, concept webs, etc.) • Demonstrate comprehension of text by responding to literal, inferential, evaluative, and synthesizing questions • Identify the author's purpose (e.g., to persuade, to inform, to entertain) or point of view • State the main idea and find supporting details from text • Retell and summarize main ideas, sequencing information accurately, including details and facts • Identify examples of cause and effect in text • Reflect on what has been learned from reading and discuss or write about ideas, opinions, or personal responses to text • Select reading materials using criteria such as personal interest, knowledge of authors, genres, text difficulty, purpose for reading, recommendations from others • Read both student- and teacher-selected texts from a variety of genres , forms, and authors; select appropriate texts for specific purposes from classroom, school, and public libraries 	<p>R.CM.03.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses</p> <p>R.CM.03.02 Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text</p> <p>R.CM.03.03 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event</p> <p>R.MT.03.01 Self-monitor comprehension when reading or listening to texts by automatically applying strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, and summarizing</p> <p>R.MT.03.02 Plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words), and use graphic organizers to deepen understanding of problem/solution and organizational patterns</p> <p>GLCEs Not Specifically Addressed</p> <p>R.AT.03.01 Be enthusiastic about reading and do substantial reading and writing on their own</p>

NHA ELA Exemplar: Informational Text

The student will apply a range of reading skills and strategies to read and comprehend informational text.

Grade Three

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Three
<ul style="list-style-type: none"> • Identify and describe the form, features and purpose of informational texts (e.g., textbooks, magazines, encyclopedias, directions, procedures, newspapers, letters) • Use common textual features to locate information in text (e.g., titles, indices, table of contents, page numbers, captions) • Explain how authors use titles, headings, subheadings, timelines, prefaces, indices, and appendices to enhance understanding of key ideas • Identify and describe informational text patterns (e.g., descriptive, sequential or chronological order, compare and contrast, problem and solution, alphabetical) • Use and interpret information found in graphic features of text (e.g., charts, maps, diagrams, graphs) • Distinguish between fact and opinion • Determine the cause and effect of an event or problem in text • Summarize text • Make inferences and draw conclusions about text (e.g. how, why, what if) • Ask and find answers to basic elements of text (e.g., who, what, where, when, how, and why) • Identify a main idea and find supporting details in text • Locate information in the text in order to solve problems or answer questions • Use prior knowledge and experience to understand and respond to new information, facts, and ideas • Compare and contrast information about one topic from two different sources • Identify and analyze a Moral Focus theme in a text and relate it to personal and societal issues • Follow simple multiple-step instructions; analyze a set of directions for proper sequencing, clarity and completeness 	<p>R.IT.03.01 Identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines</p> <p>R.IT.03.02 Identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution</p> <p>R.IT.03.03 Explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas</p> <p>GLCEs Not Specifically Addressed</p> <p>R.CM.03.04 Apply significant knowledge from grade-level science, social studies, and mathematics text</p>

NHA ELA Exemplar: Literary Response and Analysis

The student will apply a range of reading skills and strategies to read from a wide variety of literary genres and make text-to-text, text-to-self, and text-to-world connections.

Grade Three

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Three
<ul style="list-style-type: none"> • Read and respond to literature from a wide range of genres, authors, cultures, and themes (See attached list of suggested titles and authors) • Explain the difference between fiction and non-fiction and between fantasy and reality • Identify the characteristics of a variety of literary forms and genres (e.g., poetry, drama, folktales, fables, realistic fiction, science fiction, fantasy, legends) • Recognize words and/or rhythms used by the author to imitate sounds (e.g. onomatopoeia) • Identify the narrator or speaker in a selection • Identify literary elements (e.g., plot, characters, setting) • Make predictions, draw conclusions, and make inferences before, during, and after reading a text • Summarize a text, recalling the main events, sequence, characters, problem and resolution • Describe a character based on the character's thoughts, words, appearance, and actions in the story • Identify basic plot concepts of a story (e.g., main problem, conflict, resolution, cause and effect, sequence of events) • Determine the setting of the story, whether stated directly or implied • Determine the theme of a story or poem, whether stated directly or implied • Recognize that a similar theme can occur across a variety of genres, such as stories, plays, and poems • Use graphic organizers to record important details about characters and events in stories • Respond to a story related to a Moral Focus theme by making text-to-self and text-to-world connections • Explain how an author uses literary devices to influence and reader (e.g., sensory words, rhythm, action, illustrations, humor, dialogue, similes, point of view) • Compare and contrast characters, settings, and plots across different literary works 	<p>R.NT.03.01 Explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit</p> <p>R.NT.03.02 Identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction</p> <p>R.NT.03.03 Identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable)</p> <p>R.NT.03.04 Explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict a setting, and reveal how thoughts and actions convey important character traits</p>

NHA ELA Exemplar: Writing Process

The student will apply a variety of skills and strategies to plan, draft, revise, edit, and publish written work.

Grade Three

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Three
<ul style="list-style-type: none"> • Set a purpose for writing (to give information, to tell stories, to give directions, to describe) and consider audience • Use language in writing that is appropriate for the purpose and audience (e.g., formal reports, friendly letters, sensory words, imitating style of published works) • Generate writing ideas by reading other texts (books, magazines, textbooks, Internet) or through discussions with others and keep a list of ideas • Use a variety of prewriting strategies to plan and organize writing (e.g., brainstorming, lists, webs, pictures, Venn diagrams) • Make a plan for narrative writing (e.g., problem and solution, characters, sequence of events) or for informational writing (e.g. main idea, details to include, structure) • Draft compositions with: a beginning, middle, and end; related ideas grouped by paragraphs; sentences in a logical order; and supporting details and elaboration • Write using paragraph form with: a topic sentence; supporting details; logical order of sentences; indentations; and transitional words and phrases • Communicate ideas through common organizational formats (e.g. logical order, compare/contrast, problem/solution) • Demonstrate personal style and voice in writing (e.g., varied word choice and sentence structure {simple, compound, complex}, transitions, figurative language, appropriate grammar and usage, descriptive words) • Review and revise writing to improve meaning, clarity, word choice, organization of ideas, or to rearrange words, sentences, or paragraphs, add descriptive words, or delete extraneous information • Use constructive comments and suggestions from peers and teachers to revise writing • Use resources and reference materials (e.g., dictionary, thesaurus, word wall) to choose more effective vocabulary • Edit own writing and the writing of others to improve conventions (e.g. grammar, spelling, punctuation, capitalization, sentence fragments, paragraph indents) using an editing checklist or set of rules and reference materials both individually and in groups • Apply tools (e.g., rubric, checklist, and feedback) to judge the quality of own writing and the writing of others • Publish a final draft that is legible, error-free, and follows appropriate format • Share written products with others (e.g., conferencing, author's chair, presentations, bookmaking, and discussions) • Use a computer to draft, revise, and publish writing • Maintain a portfolio that includes informational, literary, interpretive, responsive, and informal writing selected by both the teacher and the student 	<p>W.PR.03.01 Set a purpose, consider audience, and replicate author's styles and patterns when writing a narrative or informational piece</p> <p>W.PR.03.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast)</p> <p>W.PR.03.03 Draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/contrast, cause/effect, or problem/solution)</p> <p>W.PR.03.04 Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions)</p> <p>W.PR.03.05 Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups</p> <p>W.PS.03.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar, and usage)</p> <p>R.CS.03.01 Develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others</p>

NHA ELA Exemplar: Writing Applications

The student will practice different types of writing to communicate ideas, concepts, emotions, and descriptions to the reader.

Grade Three

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Three
<ul style="list-style-type: none"> • Write for different purposes and audiences, replicating authors' styles and patterns (e.g., personal and imaginative narratives, brief reports, letters, journals, logs, directions or instructions, poetry, responses to literature, etc.) • Use informal writing for various purposes (e.g., messages, notes, poems, journals) • Write personal narratives (autobiographical) that: tell about a remembered event or experience; use simple narrative strategies and concrete details; and tell why the incident is memorable • Write narratives (e.g. fable, folktale, short story, realistic fiction, poetry) with multiple paragraphs that establish: plot sequence; setting, characters and their traits; dialogue; and use concrete sensory words, rhyme and rhythm (poetry) personification, and action • Write responses to literature that: demonstrate an understanding of the text; describe elements of plot, setting, characters and theme; give personal opinions; and support opinions from details in the text • Write expository compositions (informational) that: identify the main idea; includes details, relevant examples and explanations; use common text structures (compare and contrast, problem/solution, cause and effect; logical order); and use charts, graphs, or illustrations as appropriate • Write narrative (personal or literary), expository, or persuasive compositions that incorporate a Moral Focus theme, following all the conventions of the selected format • Write descriptive compositions about people, places, things, or experiences that have a main idea and supporting details • Write formal and informal letters (e.g. invitations, thank-you notes, letters of request) that include date, greeting, body, closing, and signature 	<p>W.GN.03.01 Write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions, and thoughts that reveal important character traits</p> <p>W.GN.03.02 Write poetry based on reading a wide variety of grade-appropriate poetry</p> <p>W.GN.03.03 Write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and table of contents</p>

NHA ELA Exemplar: Research

The student will employ appropriate methods and resources to research and report on an inquiry topic.

Grade Three

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Three
<ul style="list-style-type: none"> • Create written and multimedia reports on a research topic, using multiple sources • Identify a research topic from a list of questions, assigned topics, or by area of personal interest • Locate sources and gather information from multiple sources (e.g., classroom, school, or public libraries, online and electronic resources, articles, interviews) • Use dictionaries and encyclopedias as sources for information; use their text features to locate specific information (e.g. key words, guide words, alphabetical and numerical order, indexes, cross references, and letters on volumes) • Use strategies to record and organize information gathered from sources (e.g., notes, graphic organizers) • Use the information gathered about a research topic to produce a written report, comparing and contrasting information between two or more sources • Paraphrase and summarize information found in sources • Support main idea with facts, details, explanations, and examples from sources • Make a list of sources used and explain why sources must be acknowledged • Use maps, charts, graphs, drawings, or other graphics to enhance presentation of report • Write a brief report about a notable person of history or science, making connections to one or more Moral Focus themes 	<p>W.GN.03.04 Use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information</p>

NHA ELA Exemplar: Language Usage and Conventions

The student will apply the conventions of grammar, spelling, punctuation, and capitalization in their own writing and conventions of grammar while speaking.

Grade Three

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Three
<ul style="list-style-type: none"> • Use correct English language conventions and usage in speech and writing • Write complete sentences of statement, command, question, or exclamation and use correct punctuation • Write complete sentences of statement, command, question, or exclamation with correct punctuation • Spell high-frequency and commonly misspelled words (e.g. again, said, wanted, laugh, where, friends); grade-level appropriate words; regular and irregular plurals; r-controlled; consonant blends (e.g. talk, play, block); contractions; compounds; prefixes, suffixes and base(root) words common spelling patterns (qu-, adding -ing); changing -y to -ies to make a plural, common homophones, and words from other content areas • Use multiple strategies to spell words correctly including: initial consonant substitution of related words; vowel combinations; silent e; short and long vowels; knowledge of previously studied decodable and irregularly spelled words; spelling rules (dropping silent e before adding -ing, doubling final consonant before adding -ed or -ing); letter/sound; and onsets and rimes • Draw on a variety of resources to find the correct spelling of new, unfamiliar or difficult words (e.g. dictionaries, glossaries, word lists, word walls) • Use correct punctuations including: commas (e.g. in a series, in dates, locations, and addresses, to introduce dialogue and quotations, opening and closing of letters); periods (e.g., imperative or declarative sentences, abbreviations); question marks; exclamation points; apostrophes (in contractions, to show possession); quotation marks (dialogue) • Use correct capitalization conventions including: first word of a sentence, greeting or direct quotation; proper nouns; titles of people; days of the week; months of the year; holidays; names of streets, towns, cities, states and countries; historical events and eras, schools and institutions; titles of movies, television shows, books; • Identify and use: nouns (singular, regular and irregular plurals, common, proper, possessive, collective); pronouns; adjectives (regular and irregular comparative and superlative {worse, worst}); verbs (regular and irregular; and conjunctions • Classify words as nouns and use nouns as the subject in sentences • Identify and use subject-verb agreement and verb tense correctly • Identify and use the past, present, and future verb tenses of regular verbs • Recognize action, linking, and auxiliary verbs (helping verbs) • Use modifiers (words that describe, limit, or qualify another word) in writing • Identify and use adjectives and adverbs in writing • Use nouns and pronouns that are in agreement • Recognize the incorrect usage of double negatives in a sentence • Arrange a list of words in alphabetical order <p>Write legibly all upper-case and lower-case cursive letters using correct letter form; proper spacing between words, letters, and sentences; and margins</p>	<p>W.GR.03.01 In the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue</p> <p>W.SP.03.01 In the context of writing, correctly spell frequently encountered words (e.g., multisyllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers)</p> <p>W.HW.03.01 Fluently and legibly write the cursive alphabet</p> <p>GLCEs Not Specifically Addressed</p> <p>W.AT.03.01 Be enthusiastic about writing and learning to write</p>

NHA ELA Exemplar: Speaking

The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing.

Grade Three

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Three
<ul style="list-style-type: none"> • Apply correct English language conventions and usage in speech • Use complete sentences with proper verb tense, and grade-level appropriate vocabulary to communicate ideas • Speak clearly with appropriate expression, eye contact, gestures, volume, pacing, and emphasis on key words • Select language that is appropriate for the purpose and audience (e.g. casual conversations, class discussions, speaking to teachers or other adults) • Use common idioms and figures of speech, similes, antonyms, synonyms and word play • Participate and contribute in small and large group discussions (e.g. whole class discussions, work groups, partners, etc.) following the rules of conversation (e.g. listen respectfully, respond appropriately, avoid interrupting) • Ask questions in class for clarification, or to seek others' opinions and comments • Respond to questions, including questions about narrative or informational texts read • Give oral directions • Create and deliver oral presentations to class (e.g. organize ideas chronologically or around major points; have a beginning, middle, and end; include details; use language and content appropriate to the audience; use specific subject or content vocabulary; incorporates visual aids or props when necessary; and use sources for information) • Summarize texts read or listened to including plot, characters, significant events, and setting • Deliver informational presentations that: have a main focus; present ideas in a logical sequence; have an introduction , conclusion and body; include relevant facts and details; use more than one source for information; use visual materials when appropriate • Deliver short, descriptive presentations that: include sensory language; tell about a person, place, object or experience; include relevant details • Read prose and poetry aloud with fluency, expression, rhythm, and timing 	<p>S.CN.03.01 Use common grammatical structures correctly when speaking including time relationships, verb tenses, and causal and temporal relationships</p> <p>S.CN.03.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions</p> <p>S.CN.03.03 Speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations</p> <p>S.CN.03.04 Present in standard American English if it is their first language (Students whose first language is not English will present in their developing version of standard American English)</p> <p>S.CN.03.05 Understand, providing examples of how language differs from neighborhood to neighborhood of the local community as a function of linguistic and cultural group membership</p> <p>S.DS.03.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols</p> <p>S.DS.03.02 Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., characters' thoughts and motivation, setting, plot, story level theme) and explain why the story is worthwhile and how it is relevant to the storyteller or the audience</p> <p>S.DS.03.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding</p> <p>S.DS.03.04 Plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect)</p>

NHA ELA Exemplar: Listening and Viewing

The student will apply critical listening and viewing skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information.

Grade Three

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Three
<ul style="list-style-type: none"> • Demonstrate active listening skills (e.g. facing the speaker; making eye contact; identifying purpose for listening; asking questions for clarification or additional information; giving feedback; listening quietly without interrupting; summarizing and paraphrasing what was said) • Listen to comments of peers or adults and respond by adding a connected idea during small or large group discussions • Listen to gain information or to understand procedures (e.g. give and follow three- and four-step directions; determine the sequence of steps in procedure; restate a set of oral directions) • Take note or use graphic organizers to record and organize information during oral presentations and/or whole class instruction • Recognize friendly communication through tone of voice, gestures, word choice, and content • Identify the main idea and supporting details • Connect prior knowledge and experiences and interpret ideas heard in oral messages • Distinguish between fact and opinion in oral presentations and media • Identify the different purposes of various media (e.g. to provide entertainment or information, to persuade, to report on events) • Identify the main idea, supporting details, and purpose of visual media (e.g. weather broadcasts; newspaper photographs; visual narratives; magazine pictorials) • Recognize persuasive messages (e.g. television commercials; pressure from peers; commands; requests) • List different types of media (e.g. television, radio, movies, Internet, newspapers, magazines) • Name elements of visual media that the students finds appealing (e.g. music, sound effects, action sequences, scary parts, animation, etc.) 	<p>L.CN.03.01 Ask substantive questions of the speaker that will provide additional elaboration and details</p> <p>L.CN.03.02 Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings</p> <p>L.CN.03.03 Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors</p> <p>L.CN.03.04 Be aware that the media has a role in focusing attention on events and in shaping opinions; recognize the variables (e.g., mistakes, misspeaks) in the media</p> <p>L.RP.03.01 Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers</p> <p>L.RP.03.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit</p> <p>L.RP.03.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding</p> <p>L.RP.03.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally; listening then summarizing orally)</p> <p>L.RP.03.05 Respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their response by connecting and relating it to personal experiences</p>

GRADE THREE
Mathematics Learning Objectives
Michigan Alignment

NATIONAL HERITAGE ACADEMIES CURRICULUM

MICHIGAN ALIGNMENT

MATHEMATICS

NHA EXEMPLARS	MICHIGAN GRADE LEVEL CONTENT EXPECTATIONS
<p>Number Sense and Operations The student will build a deep understanding of the representation, models, and connections between real numbers. They will understand the properties and characteristics of real numbers and their application to computation. The student will become fluent in arithmetic computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations with mathematical algorithms.</p> <p>Algebra and Functions The student will understand and use variables and algebraic expressions. The students will solve equations and functions, represent solutions on the coordinate plane, and describe the characteristics of the graphs. They will write and use formulas to solve problems and describe patterns.</p> <p>Geometry The student will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; and use visualization, spatial reasoning, and geometric modeling to solve problems.</p> <p>Measurement The student will understand measurable attributes of objects and the units, systems, and processes of measurement. They will apply appropriate techniques, tools, and formulas to estimate and determine measurements.</p> <p>Data Analysis and Probability The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predications that are based on data. The student will understand and apply basic concepts of probability.</p> <p>Problem Solving The student will apply the problem solving process by understanding problems, choosing and employing strategies to solve problems, monitor and reflect on the process of mathematical problem solving, justify solutions, and extend the problems.</p>	<p>Patterns, Relationships, and Functions Patterns, relationships and functions comprise one of the most important themes in the study of mathematics. Mathematical thinking begins with the recognition of similarities among objects or events, proceeds to generalization and abstraction, and culminates in the ability to understand, explain and make predictions. Contexts that exhibit structure and regularity provide rich opportunities for describing the physical world, studying mathematics and solving problems.</p> <p>Geometry and Measurement We live in a three-dimensional world. In order to interpret and make sense of that world, students need both analytical and spatial abilities. Geometry and measurement, which involve notions of shape, size, position, and dimension, are used extensively to describe and understand the world around us.</p> <p>Data Analysis and Statistics We live in a sea of information. In order not to drown in the data that inundate our lives every day, we must be able to process and transform data into useful knowledge. The ability to interpret data and to make predictions and decisions based on data is an essential basic skill for every individual.</p> <p>Number Sense and Numeration Number sense is to mathematics what vocabulary is to language. Students must learn to quantify and measure, concretely at first and increasingly more abstractly as they mature. They also must develop an understanding of numeration systems and of the structure of such systems. They must learn to estimate mathematical quantities and to represent and communicate mathematical ideas in the language of mathematics.</p> <p>Numerical and Algebraic Operations and Analytical Thinking The ability to represent quantitative situations with algebraic symbolism, numerical operations and algebraic thinking is essential to solving problems in significant contexts and applications. The concepts of number and variable and their symbolic representation and manipulation are central to the understanding of arithmetic and its generalization in algebra. The contemporary applications of mathematics in virtually every field of work and study rely on algebraic and analytic thinking and communication as fundamental tools.</p> <p>Probability and Discrete Mathematics Contemporary uses of mathematics demand that students learn to deal with uncertainty, to make informed decisions based on evidence and expectations, to exercise critical judgment about conclusions drawn from data, and to apply mathematical models to real-world phenomena. The technological world in which we live also depends upon information and the communication of information and upon applications of systems with separate (discrete) entities. Topics of discrete mathematics such as counting and permutation problems, matrix operations, vertex-edge networks, and relationships among finite sets have significant real-world applications that students will encounter in diverse fields of work and study.</p>

NHA Mathematics Exemplar: Number Sense and Operations

The student will build a deep understanding of the representation, models, and connections between real numbers. They will understand the properties and characteristics of real numbers and their application to computation. The student will become fluent in arithmetic computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations with mathematical algorithms.

Grade Three

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> • Explain the place value relationships of numbers up to 100,000 and decimals up to hundredths (e.g., 100 is 10 tens) • Identify the place value of a digit in a number (e.g., in 3,241, the digit 2 is in the hundreds place) • Identify and generate equivalent forms of whole numbers (e.g., $36 = 30 + 6 = 9 \times 4 = 20 + 16$) • Describe and model the multiplicative nature of the number system and write numbers in expanded form (e.g., write 3,205 as $3 \times 1,000 + 2 \times 100 + 5$) • Read and write whole numbers up to 100,000 in both numerals and words • Compare, order, and plot whole numbers up to 100,000 • Represent fractions as part of a whole and part of a set • Read, write, compare, and order simple fractions using number lines and models • Identify and use the correct names for numerators and denominators • Model and generate common equivalent fractions, especially relationships among halves, fourths, and eighths, and thirds and sixths • Write fractions greater than 1 as mixed numbers • Express simple fractions in simplest terms • Represent tenths and hundredths using physical models (e.g., metric pieces, base-ten blocks, money) • Write a decimal to represent tenths and hundredths when given a set of objects or picture • Compare and order decimals up to hundredths • Describe the characteristics of odd and even numbers (i.e., what number they end in, evens are a multiple of 2) and determine if a number is odd or even • Relate decimals and fractions using models and money ($\frac{1}{2}$ dollar = \$0.50) • Write equations involving addition, subtraction, multiplication, and division using conventional mathematical symbols • Choose appropriate symbols for operations and relations to make a number sentence true (e.g., $6 + 7 = 12$, $4 \times 3 = 12$, $15 \div 3 = 5$) • Model and use the Commutative, Associative, and Zero properties of addition • Model and use the Commutative, Associative, Zero, and Identity properties for multiplication • Model and use the inverse relationship of multiplication and division to compute and check results • Add and subtract whole numbers (with and without regrouping) using formal algorithms • Add and subtract simple fractions with common denominators using physical models • Model addition and subtraction of decimals to hundredths • Demonstrate mastery of multiplication facts from 0×0 to 12×12 and corresponding division facts 	<p>N.ME.00.01 Read and write numbers to 10,000 in both numerals and words, and relate them to the quantities they represent, e.g., relate numeral or written word to a display of dots or objects.</p> <p>N.ME.03.02 Identify the place value of a digit in a number, e.g., in 3,241, 2 is in the hundreds place. Recognize and use expanded notation for numbers using place value through 9,999, e.g., 2,517 is $2000 + 500 + 10 + 7$; 4 hundreds and 2 ones is 402.</p> <p>N.ME.03.03 Compare and order numbers up to 10,000.</p> <p>N.ME.03.05 Know that even numbers end in 0, 2, 4, 6, or 8; name a whole number quantity that can be shared in two equal groups or grouped into pairs with no remainders; recognize even numbers as multiples of 2. Know that odd numbers end in 1, 3, 5, 7, or 9, and work with patterns involving even and odd numbers.</p> <p>N.FL.03.06 Add and subtract fluently two numbers through 999 with regrouping and through 9,999 without regrouping.</p> <p>N.FL.03.07 Estimate the sum and difference of two numbers with three digits (sums up to 1,000), and judge reasonableness of estimates.</p> <p>N.FL.03.08 Use mental strategies to fluently add and subtract two-digit numbers.</p> <p>N.MR.03.09 Use multiplication and division fact families to understand the inverse relationship of these two operations, e.g., because $3 \times 8 = 24$, we know that $25 \div 8 = 3$ or $24 \div 3 = 8$; express a multiplication statement as an equivalent division statement.</p> <p>N.MR.03.10 Recognize situations that can be solved using multiplication and division including finding “How many groups?” and “How many in a group?” and write mathematical statements to represent those situations.</p> <p>N.FL.03.11 Find the products fluently up to 10×10; find related quotients using multiplication and division relationships.</p> <p>N.FL.03.13 Solve division problems involving remainders, viewing the remainder as the “number left over”; interpret based on problem context, e.g., when we have 25 children with 4 children per group then there are 6 groups with 1 child left over.</p> <p>N.ME.03.16 Understand that fractions may represent a portion of a whole unit that has been partitioned into parts of equal area or length; use the terms “numerator” and “denominator.”</p> <p>N.ME.03.17 Recognize, name, and use equivalent fractions with denominators 2, 4, and 8, using strips as area models.</p> <p>N.ME.03.18 Place fractions with denominators of 2, 4, and 8 on the number line; relate the number line to a ruler; compare and order up to three fractions with denominators 2, 3, and 8.</p>

- Multiply with three factors (e.g., $3 \times 7 \times 6$)
- Represent division using repeated subtraction, equal sharing, forming equal groups, and halving
- Interpret the meaning of remainders and explain how remainders impact real-world situations (e.g., 6 cookies for 4 children)
- Multiply a multi-digit number by a single-digit number using physical models, visual representations, and algorithms
- Divide a multi-digit number by a single-digit number (with and without remainders) using physical models, visual representations, and algorithms
- Multiply and divide whole numbers by 10s, 100s, and 1,000s (e.g., 5×200)
- Round numbers to the nearest ten, hundred and thousand
- Estimate sums and differences of whole numbers
- Estimate products and quotients of whole numbers
- Use mental arithmetic to add and subtract two digit numbers
- Use technology, including calculators, to explore patterns and perform calculations

- N.ME.03.19 Understand that any fraction can be written as a sum of unit fraction, e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$.
- N.MR.03.20 Recognize that addition and subtraction of fractions with equal denominators can be modeled by joining or taking away segments on the number line.
- N.ME.03.21 Understand and related decimal fractions to fractional parts of a dollar, e.g., $\frac{1}{2}$ dollar = \$0.50; $\frac{1}{4}$ dollar = \$0.25.

Measurement

- M.PS.03.11 Add and subtract money in dollars and cents.

Michigan Grade 2 (Number and Operations)

- N.ME.02.20 Place 0 and halves, e.g., $\frac{1}{2}$, $1\frac{1}{2}$, $2\frac{1}{2}$, on the number line; relate to a ruler.

Grade Level Content Expectation Taught at Another Grade Level

- N.FL.03.13 Mentally calculate simple products and quotients up to a three-digit number by a one-digit number involving multiples of 10, e.g., 500×6 , or $400 \div 8$. (NHA Grade 4)

Grade Level Content Expectations Not Specifically Addressed

- N.ME.03.04 Count orally by 6's, 7's, 8's, and 9's starting with 0, making the connection between repeated addition and multiplication.

NHA Mathematics Exemplar: Algebra and Functions

The student will understand and use variables and algebraic expressions. The student will solve equations and functions, represent solutions on the coordinate plane, and describe the characteristics of graphs. They will write and use formulas to solve problems and describe patterns.

Grade Three

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none">• Write and solve simple equations involving addition and subtraction of whole numbers (e.g., $_ + 15 = 27$)• Write and solve simple inequalities (e.g., $_ + 2 > 6$)• Create, describe, and extend numeric (addition, subtraction, and multiplication) and geometric (shape) patterns• Find the rule for simple numeric patterns	Number and Operations N.MR.00.10 Find solutions to open sentences, such as $7 \times \square = 42$ or $12 \div \square = 4$, using the inverse relationship between multiplication and division.

NHA Mathematics Exemplar: Geometry

The student will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; and use visualization, spatial reasoning, and geometric modeling to solve problems.

Grade Three

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Identify and describe two-dimensional figures (e.g., open figures, closed figures, regular polygons, irregular polygons, hexagon, triangle) Identify and describe three-dimensional figures (e.g., cube, sphere, prism, pyramid, cone, and cylinder) Define and use geometric vocabulary: face, side, base, edge, vertex, angle, and shape names Classify triangles based on angle measures (right, acute, and obtuse) and side length (isosceles, scalene, and equilateral) Classify quadrilaterals as rectangles, squares, parallelograms, trapezoids, or rhombuses Identify right angles in shapes and in objects and decide whether other angles are greater or less than a right angle Identify, describe, and draw points, rays, line segments, lines, and planes Identify, describe, and draw parallel, perpendicular, and intersecting lines Identify congruent shapes, and draw a shape that is congruent to another Identify and draw lines of symmetry in two-dimensional figures Identify and draw reflections, rotations, and translations of two-dimensional figures Graph and identify points with whole number or letter coordinates 	<div data-bbox="1094 407 2009 732"> <p>G.GS.03.01 Identify points, line segments, lines, and distance.</p> <p>G.GS.02.01 Identify perpendicular lines and parallel lines in familiar shapes and in the classroom.</p> <p>G.GS.03.03 Identify parallel faces of rectangular prisms in familiar shapes and in the classroom.</p> <p>G.GS.03.04 Identify, describe, compare, and classify two-dimensional shapes, e.g., parallelograms, trapezoid, circle, rectangle, square, and rhombus, based on their component parts (angles, sides, vertices, line segment) and on the number of sides and vertices.</p> <p>G.GS.03.06 Identify, describe, build, and classify familiar three-dimensional solids, e.g., cube, rectangular prism, sphere, pyramid, cone, based on their component parts (faces, surfaces, bases, edges, vertices).</p> </div> <div data-bbox="1083 756 2009 837"> <p>Michigan Grade 2 (Geometry)</p> <p>a. Distinguish between curves and straight lines and between curved surfaces and flat surfaces.</p> </div> <div data-bbox="1083 870 2009 951"> <p>Michigan Grade 4 (Geometry)</p> <p>G.GS.04.01 Identify and draw perpendicular, parallel, and intersecting lines using a ruler and a tool or object with a square (90°) corner.</p> </div> <div data-bbox="1083 984 2009 1146"> <p>Grade Level Content Expectation Taught at Another Grade Level</p> <p>i. Compose and decompose triangles and rectangles to form other familiar two-dimensional shapes, e.g., form a rectangle using two congruent right triangles, or decompose a parallelogram into a rectangle and two right triangles. (NHA Grade 2)</p> <p>G.SR.03.07 Represent front, top, and side views of solids built with cubes. (NHA Grade 5)</p> </div>

NHA Mathematics Exemplar: Measurement

The student will understand measurable attributes of objects and the units, systems, and processes of measurement. They will apply appropriate techniques, tools, and formulas to estimate and determine measurements.

Grade Three

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> • Measure length (e.g., line segments, pencils, rooms) to the nearest half-inch and centimeter • Measure weight/mass to the nearest unit (metric and customary units) • Measure capacity to the nearest unit (metric and customary units) • Tell time to the nearest minute using digital and analog clocks • Calculate elapsed time in hours and minutes • Measure temperature in degrees Fahrenheit and Celsius • State the benchmark temperatures of freezing (0°C and 32°F) and boiling (100°C and 212°F) of water and compare temperatures to these • Count money and represent the amount using decimal notation (\$0.00) • Compare money in decimal notation • Use real or play money to determine whether there is enough money to make a purchase • Calculate the perimeter of polygons by adding side lengths and using formulas • Calculate the area of rectangles and squares by covering them with square units and using formulas • Define volume and estimate the volume of containers by counting the number of unit cubes that would fill them • Carry out simple unit conversions within a measurement system (time, length, capacity) • Select and use appropriate units and tools to measure length, weight, mass, capacity, and temperature • Estimate length, weight, mass, capacity, and temperature 	<div> <div>M.UN.01.01</div> <div>M.UN.03.02</div> </div> <div> <div>Know and use common units of measurement in length, weight, and time.</div> <div>Measure in mixed units within the same measurement system for length, weight, and time: feet and inches, meters and centimeters, kilograms and grams, pounds and ounces, liters and milliliters, hours and minutes, minutes and seconds, years and months.</div> </div> <div> <div>M.UN.03.03</div> <div>M.UN.03.04</div> </div> <div> <div>Understand relationships between sizes of standard units, e.g., feet and inches, meters and centimeters.</div> <div>Know benchmark temperatures such as freezing (32°F, 0°C); boiling (212°F, 100°C); and compare temperatures to these, e.g., cooler, warmer.</div> </div> <div> <div>M.UN.03.05</div> <div>M.UN.03.06</div> </div> <div> <div>Know the definition of area and perimeter and calculate the perimeter of a square and rectangle given whole number side lengths.</div> <div>Use square units in calculating area by covering the region and counting the number of square units.</div> </div> <div> <div>M.UN.03.07</div> <div>M.UN.03.08</div> </div> <div> <div>Distinguish between units of length and area and choose a unit appropriate in the context.</div> <div>Visualize and describe the relative sizes of one square inch and one square centimeter.</div> </div> <div> <div>M.TE.03.09</div> <div>M.PS.03.13</div> </div> <div> <div>Estimate the perimeter of a square and rectangle in inches and centimeters; estimate the area of a square and rectangle in square inches and square centimeters.</div> <div>Solve contextual problems about perimeters of rectangles and areas of rectangular regions.</div> </div> <div> <div>Grade Level Content Expectation Taught at Another Grade Level</div> <div>M.PS.03.10</div> </div> <div> <div>Add and subtract lengths, weights, and times using mixed units within the same measurement system. (NHA Grade 2)</div> </div>

NHA Mathematics Exemplar: Data Analysis and Probability

The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predictions that are based on data. They will understand and apply basic concepts of probability.

Grade Three

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Collect and organize data from observations, surveys, or experiments Organize, display, and interpret data using tables, pictographs, horizontal and vertical bar graphs, line plots, and Venn diagrams Construct and interpret frequency tables Define median, mode, and range, and compute for a set of data Formulate conclusions and predictions and support orally and in writing, using information in a table or graph Identify whether events are certain, likely, unlikely, or impossible Conduct a simple experiment or simulation of a simple event, record the results in a chart, table, or graph, and use the results to draw conclusions 	<div data-bbox="1094 412 1982 493"> <div>D.RE.01.01 Read and interpret bar graphs in both horizontal and vertical forms.</div> <div>D.RE.03.03 Solve problems using information in bar graphs, including comparison of bar graphs.</div> </div> <div data-bbox="1094 518 1982 607"> <p>Grade Level Content Expectation Taught at Another Grade Level</p> <div>D.RE.03.02 Read scales on the axes and identify the maximum, and range of values in a bar graph. (NHA Grade 2)</div> </div>

NHA Mathematics Exemplar: Problem Solving

The student will apply the problem solving process by understanding problems choosing and employing strategies to solve problems, monitor and reflect on the process of mathematical problem solving, justify solutions, and extend the problems.

Grade Three

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Analyze problems individually or as a group by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns Restate problems in their own words, using relevant information Select and apply appropriate strategies to solve problems individually or as a group (e.g., modeling with pictures or manipulatives and informal counting strategies) Decide how and when to break a problem into simpler parts Apply strategies and results from simpler problems to solve more complex problems Use trial and error to solve problems Use the process of elimination to solve problems Create and use organized lists or charts to model and solve problems Represent problems verbally, numerically, and/or graphically Demonstrate multiple ways to solve mathematical problems Discuss the efficiency of different representations and solution methods of problems and determine which is most helpful (e.g., trial and error vs. process of elimination) Make precise calculations and check the validity of the results in context of the problem Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy Use estimation to verify the reasonableness of calculated results Express solutions clearly and logically by using the appropriate mathematical terms and notation Support solutions with evidence in both verbal and symbolic work (e.g., charts, tables, sentences) Evaluate the reasonableness of the solution in the context of the original problem Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems 	<p>Number and Operations N.MR.03.15 Given problems that use any one of the four operations with appropriate numbers, represent with objects, words (including “product” and “quotient”), and mathematical statements; solve.</p> <p>Measurement M.PS.03.12 Solve applied problems involving money, length, and time.</p>

GRADE THREE
Science Content
Michigan Alignment

GRADE THREE
Social Studies Content
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GRADE FOUR
English Language Arts Learning Objectives
Michigan Alignment

NATIONAL HERITAGE ACADEMIES CURRICULUM
MICHIGAN ALIGNMENT
English Language Arts

NHA EXEMPLARS	MICHIGAN GRADE-LEVEL CONTENT EXPECTATIONS
<p><i>READING</i> Concepts of Print, Word Recognition, Fluency and Vocabulary Development The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently Comprehension The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction Informational Text The student will apply a range of reading skills and strategies to read and comprehend informational text Literary Response and Analysis The student will apply a range of reading skills and strategies to read from a wide variety of literary genres and make text-to-text, text-to-self, and text-to- world connections</p> <p><i>WRITING</i> Writing Process The student will apply a variety of skills and strategies to plan, draft, revise, edit and publish written work Writing Applications The student will practice different types of writing to communicate ideas, concepts, emotions and descriptions to the reader Research The student will employ appropriate methods and resources to research and report on an inquiry topic</p> <p><i>LANGUAGE USAGE</i> Language Usage and Conventions The student will apply the conventions of grammar, spelling, punctuation, and capitalization in their own writing and conventions of grammar while speaking</p> <p><i>SPEAKING, LISTENING, AND VIEWING</i> Speaking The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing Listening and Viewing The student will apply critical listening and viewing skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information</p>	<p><i>READING</i> Word Recognition and Word Study <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Word Recognition • Vocabulary Fluency Narrative Text Informational Text Comprehension Metacognition Critical Standards Reading Attitude</p> <p><i>WRITING</i> Genre Process Personal Style Grammar and Usage Spelling Handwriting Writing Attitude</p> <p><i>SPEAKING</i> Conventions Discourse</p> <p><i>LISTENING AND VIEWING</i> Conventions Response</p>

NHA ELA Exemplar: Concepts of Print, Word Recognition, Fluency, and Vocabulary Development

The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently.

Grade Four

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Four
<ul style="list-style-type: none"> Automatically recognize grade-level sight and frequently-used words, steadily increasing the number of words that can read fluently throughout the year Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar but decodable words Use decoding strategies to read unfamiliar words (syllabication, prediction, vowel patterns, word families) Identify words using structural cues (base words, affixes, inflectional endings) Identify words using syntactic (grammar) and semantic (meaning) cues Use the meaning of prefixes (e.g., ir-, dis-, ex-, in- re-, un-), suffixes (e.g., -able, ible, -er, -ful, -ing), word bases, and inflections to determine meaning Use common roots (e.g., meter=measure) and word parts (therm=heat) from Greek and Latin to analyze the meaning of a word (e.g., thermometer) Determine the meaning of unfamiliar words using context clues Use context clues to determine the meaning of synonyms, antonyms, and multiple-meaning words (homographs) Use a thesaurus to find the synonyms and antonyms of words Define connotation and denotation and apply knowledge to find the meaning of words in context Define and identify common idioms (e.g., couch potato, back to square one, face the music, etc.) Define simile and metaphor and find examples in text Use word reference materials (e.g., glossary, dictionary, thesaurus, online sources) to find the meaning, pronunciation, and derivatives of unfamiliar words Identify common abbreviations (e.g., Apr., Feb., Jan., Rd. Mo., Yr., Hr.) Extend vocabulary through reading and explicit instruction, including technical words and words from math, science, and social studies Read aloud 4th grade-level texts fluently, with appropriate pacing, changes in voice, and expression 	<p>R.WS.04.01 Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in text</p> <p>R.WS.04.02 Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words</p> <p>R.WS.04.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year</p> <p>R.WS.04.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts</p> <p>R.WS.04.05 Acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus</p> <p>R.WS.04.06 Fluently read beginning grade-level text and increasingly demanding text as the year proceeds</p> <p>R.WS.04.07 In context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus</p>

NHA ELA Exemplar: Comprehension

The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction.

Grade Four

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Four
<ul style="list-style-type: none"> • Read from a variety of genres and authors and for different purposes (e.g., for information, for understanding, to interpret, to enjoy, or to solve problems) • Apply before, during and after reading comprehension strategies (e.g., activating prior knowledge, predicting, asking questions, visualizing, comparing/contrasting, summarizing, making connections, making inferences, making generalizations, and drawing conclusions) • Preview text (e.g., skim materials, use pictures, textual clues, and text format) • Make, confirm, and revise simple predictions about what will be found in text (e.g., use prior knowledge and ideas presented in text, illustrations, titles, topic sentences, key words, vocabulary, and foreshadowing clues) • Monitor comprehension of text by adjusting to fit the purpose, or by skimming, scanning, adjusting reading rate, looking back, reading on, clarifying vocabulary, or by summarizing what has been read so far • Take notes and/or use graphic organizers to aid in the comprehension of text (e.g., Venn diagrams, story maps, KWL charts, semantic maps, concept webs, etc.) • Demonstrate comprehension of text by responding to literal, inferential, evaluative, and synthesizing questions • Identify the author's purpose (e.g., to persuade, to inform, to entertain) or point of view • State a main idea and find supporting details in text • Retell and summarize important points from texts • Identify examples of cause and effect in text • Reflect on what has been learned from reading and discuss or write about ideas, opinions, or personal responses to text • Use criteria to select reading material (e.g., personal interest, knowledge of authors and genres, text difficulty, recommendations from others) • Read both student- and teacher-selected texts from a variety of genres, forms, and authors; select appropriate texts for specific purposes from classroom, school, and public libraries 	<p>R.CM.04.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses</p> <p>R.CM.04.02 Retell through concise summarization grade-level narrative and informational text</p> <p>R.MT.04.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions</p> <p>R.MT.04.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns</p> <p>GLCEs Not Specifically Addressed</p> <p>R.AT.04.01 Be enthusiastic about reading and do substantial reading and writing on their own</p>

NHA ELA Exemplar: Informational Text

The student will apply a range of reading skills and strategies to read and comprehend informational text.

Grade Four

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Four
<ul style="list-style-type: none"> • Recognize the characteristics of a variety of informational texts (e.g., textbooks, autobiographies/biographies, brochures, pamphlets, letters, directions, procedures, magazines, newspapers, encyclopedias, thesauruses, almanacs) • Use common textual features(e.g., headings, captions, titles, indices, and table of contents) to locate information • Explain how authors use appendices, headings, subheadings, marginal notes, keys, legends, and bibliographies to enhance understanding of supporting and key ideas • Identify and describe informational text patterns (e.g., sequential or chronological order; compare and contrast; proposition (argument) and support; and problem/solution) • Identify, interpret, and use graphic features (e.g., maps, graphs, and charts) • Distinguish between fact and opinion • Determine the cause and effect of an event or problem in text • Summarize and paraphrase information • Draw inferences, conclusions, and generalizations and provide supporting evidence from the text • State a main idea and support it with details from the text • Identify missing or irrelevant information • Use prior knowledge and experience to understand and respond to new information and ideas • Determine the author's purpose (e.g., persuasion, information, entertainment, evaluation) • Identify the author's point of view or attitude (e.g., cultural, social, ethnic, and historical) • Compare and contrast information about one topic from two different sources • Identify and analyze a Moral Focus theme in a text and relate it to personal and societal issues • Follow simple multiple-step instructions from technical material • Locate information in a variety of consumer, workplace and public documents (e.g., labels, schedules, pamphlets, brochures, newspapers, want ads) 	<p>R.IT.04.01 Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper</p> <p>R.IT.04.02 Identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution</p> <p>R.IT.04.03 Explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas</p> <p>GLCEs Not Specifically Addressed</p> <p>R.CM.04.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts</p>

NHA ELA Exemplar: Literary Response and Analysis

The student will apply a range of reading skills and strategies to read from a wide variety of literary genres and make text-to-text, text-to-self, and text-to-world connections.

Grade Four

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Four
<ul style="list-style-type: none"> • Read and respond to literature from a wide range of genres, authors, cultures, and themes (See attached list of suggested titles and authors) • Identify the defining characteristics of a variety of literary forms and genres (e.g., fantasies, fables, myths, legends, adventures, poetry, drama, fairy tales) • Recognize examples of rhyme, repetition, and alliteration in poetry • Identify the narrator or speaker and know the difference between first-person and third-person point of view • Identify literary elements (e.g., plot, characters, setting) • Identify character types (e.g., hero, villain, narrator) • Describe a character's traits based on the character's thoughts, words, appearance, and actions • Describe a character's feelings, whether stated explicitly or implicitly • Identify basic plot concepts of a story (e.g., main problem or conflict, resolution, cause and effect, sequence of events) • Explain the influence of setting in a story • Infer the main idea or theme of a story or poem • Recognize how different authors treat similar themes • Respond to a story related to a Moral Focus theme by making text-to-self and text-to-world connections • Recognize the literary devices and figurative language used in a text to convey mood, tone, and meaning (e.g., dialogue, symbolism, tone, mood, similes, metaphors, personification, foreshadowing, humor, onomatopoeia, idioms, rhyme, alliteration, rhythm, sensory words) • Compare and contrast stories from different cultures by discussing similar stories and characters • Explain how the story may reflect the author's heritage, traditions, and beliefs 	<p>R.NT.04.01 Describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit</p> <p>R.NT.04.02 Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure</p> <p>R.NT.04.03 Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution</p> <p>R.CM.04.03 Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture</p> <p>GLCEs Taught at Another Grade Level</p> <p>R.NT.04.04 Explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts and resolutions to enhance the plot and create suspense (NHA Grade 6)</p>

NHA ELA Exemplar: Writing Process

The student will apply a variety of skills and strategies to plan, draft, revise, edit, and publish written work.

Grade Four

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Four
<ul style="list-style-type: none"> Set a purpose (to entertain, to inform, to persuade, to explain, to record ideas, or to describe), consider audience, and choose appropriate styles and forms when writing informational and narrative texts Adjust the style of writing, voice, and language used according to purpose and intended audience Generate writing ideas by reading other texts and through discussions with others and keep a list of ideas Use a variety of prewriting strategies to plan and organize writing (e.g., brainstorming; using graphic organizers such as story maps, Venn diagrams, and webs; note-taking; making lists) Make a plan for narrative writing (e.g., list of characters, setting, problem and solution, sequence of events) or informational writing (e.g., main idea or topic, supporting details, conclusion) Draft compositions with: a clear beginning, middle and end; transitional words and phrases; related ideas grouped by paragraphs: supporting details; and a consistent focus Write using paragraph form with: a topic sentence; supporting details; indentations; transitional words, phrases, ideas, and sentences Use common organizational formats to communicate ideas (e.g., chronological order, compare/contrast, cause and effect) Demonstrate personal style and voice in text by using varied sentence types (simple, compound), personification, humor, the element of surprise (narrative), emotional appeal, strong opinion, and credible support (informational) Review and revise writing for meaning, clarity, word choice, organization of ideas, consistent point of view, to elaborate on ideas, to add relevant or delete irrelevant information, or to rearrange sentences Use resources and reference materials (e.g., dictionary, thesaurus) to choose more effective vocabulary Define <i>plagiarism</i> and make a list of sources used Edit own writing and the writing of others to improve conventions (e.g., grammar, spelling, punctuation, sentence fragments or run-ons, capitalization, paragraphing) using an editing checklist, set of rules, or other reference materials both individually and in groups Apply tools (e.g. rubric, checklist, and feedback) to judge the quality of own writing and the writing of others Publish a final draft that is legible, error-free, and follows the appropriate format Use a computer to draft, edit, revise, and publish writing, using simple formatting tools Maintain a portfolio that includes informational, literary, interpretive, responsive, and informal writing selected by both the teacher and the student 	<p>W.PR.04.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece</p> <p>W.PR.04.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence)</p> <p>W.PR.04.03 Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions</p> <p>W.PR.04.04 Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions)</p> <p>W.PR.04.05 Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups</p> <p>W.PS.04.01 Exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, establish importance, transitions)</p> <p>R.CS.04.01 Develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others</p>

NHA ELA Exemplar: Writing Applications

The student will practice different types of writing to communicate ideas, concepts, emotions, and descriptions to the reader.

Grade Four

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Four
<ul style="list-style-type: none"> • Write for different purposes and audiences, replicating authors' styles and patterns (e.g. personal and imaginative narratives, research reports, diaries, journals, logs, letters or request or complaint, rules, instructions, poetry, etc.) • Use informal writing for various purposes (e.g., messages, journals, notes, poems, labels, captions, directions) • Write personal narratives (autobiographical) that: tell about a remembered event or experience; use simple narrative strategies and concrete details; and tell why the incident is memorable • Write narratives (e.g., myth, legend, fantasy, adventure, poetry, plays) with multiple paragraphs that establish: a situation that allows the reader to imagine; plot sequence; setting; characters and their relationships; dialogue; point of view; and use concrete sensory words and literary devices such as tension and suspense • Write responses to literature that: demonstrate an understanding of the text; describe elements of plot, setting, characters, and theme; make references to details in the text; and show connection to prior knowledge • Write expository compositions (informational) that: identify and stay on topic; include simple facts, details, examples, and explanations; use common text structures (cause and effect, problem/solution, chronological, compare and contrast); use several sources for information; and have a summarizing conclusion • Write narrative (personal or literary), expository, or persuasive compositions that incorporate a Moral Focus theme, following all the conventions of the selected format • Write summaries of texts (e.g. book reviews, literary response journals, learning logs) that include the main idea and details • Write expressive compositions that: demonstrate a clear opinion or judgment and have relevant supporting ideas • Write formal and informal letters (e.g., thank-you notes, letters of request, friendly letters) that follow appropriate letter format (e.g., the date, address, greeting, body, signature and correctly addressed envelope) • Write letters of request or letters of complaint using business letter format 	<p>W.GN.04.01 Write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme and plot</p> <p>W.GN.04.02 Write poetry based on reading a wide variety of grade-appropriate poetry</p> <p>W.GN.04.03 Write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features</p>

NHA ELA Exemplar: Research

The student will employ appropriate methods and resources to research and report on an inquiry topic.

Grade Four

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Four
<ul style="list-style-type: none"> • Create written and multimedia reports on a research topic, using multiple sources • Identify a research topic by listing possible questions and narrowing the focus, with assistance • Locate sources and gather relevant information from multiple sources (e.g. school or public libraries, online and electronic resources, newspapers, magazines) • Use dictionaries and encyclopedias as sources for information; use their text features to locate specific information (e.g. key words, guide words, alphabetical and numerical order, indexes, cross references, and letters on volumes) • Use strategies to record and organize information gathered from sources (e.g., notes, outlines, charts, tables, graphic organizers) • Use strategies to compile gathered information into a written report (e.g., incorporates notes, outlines, etc. into written product; draws conclusions; compares and contrasts information from different sources; use appropriate visual aids) • Use direct quotes and acknowledge the sources appropriately • Paraphrase and summarize information found in sources • Support ideas with facts details, explanations, and examples from sources • Define <i>plagiarism</i> and make a list of source used • Use maps, charts, graphs or other graphics to enhance presentation of report • Write a research paper about a notable person of history or science, making connections to one or more of the Moral Focus themes 	<p>W.GN.04.04 Use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions</p>

NHA ELA Exemplar: Language Usage and Conventions

The student will apply the conventions of grammar, spelling, punctuation, and capitalization in their own writing and conventions of grammar while speaking.

Grade Four

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Four
<ul style="list-style-type: none"> • Use correct English language conventions and usage in speech and writing • Use a variety of simple and compound sentences in speech and writing • Spell correctly high-frequency and commonly misspelled words (e.g., quite/quiet, because/cause, its/it's, hour/our, etc.); grade-level appropriate words; commonly confused words (e.g., then/than, there/their); prefixes, suffixes and base(root) words; inflectional endings; regular and irregular plurals • Use multiple strategies to spell words correctly including: initial consonant substitution of related words; knowledge of previously studied words, spelling patterns and rules; syllable constructions • Draw on a variety of resources to find the correct spelling of new, unfamiliar or difficult words (e.g., dictionaries, glossaries, word lists) • Use correct punctuation including: commas (e.g., in a series, to separate clauses, in dates and addresses, location names, introductory words or phrases, opening and closing of letters, after nouns of direct address, to set off appositives); colons (between hours and minutes); semicolons; quotation marks (dialogue, titles); periods (imperative or declarative sentences, initials, abbreviations); question marks; exclamation points; apostrophes (in contractions, to show possession), parentheses • Identify proper text conventions for titles of various works: italics or underlining for titles of books, magazines, or films; quotation marks for the titles of poems, short stories, songs, and chapters • Use correct capitalization conventions including: first word of a sentence; titles; days of the week; months of the year; proper names; holidays; companies; schools and institutions; departments of government; names of nationalities, languages, and countries; historical events and eras; names of towns, cities, and states; heading, salutation, and closing of letters; first word of a direct quotation, title of person in family versus role (uncle vs. Uncle John) • Identify and use correctly and consistently parts of speech including nouns (common, proper, regular and irregular plurals), pronouns, verbs, adverbs and adjectives (comparative/superlative), conjunctions, prepositions, and interjections • Identify the objective case of a noun in a sentence (direct object, indirect object, object of a preposition) • Identify the simple or compound subject and predicate of a sentence • Use subject-verb agreement and verb tense correctly and consistently • Identify the past, present, and future verb tenses of regular and irregular verbs • Recognize action, linking, and auxiliary verbs (helping verbs) • Identify and use different types of phrases and clauses, including prepositional phrases, participial phrases, and appositives • Use modifiers (words that describe, limit, or qualify another word) in writing • Identify and use adjectives in writing • Use pronouns correctly in writing and identify antecedents • Recognize the incorrect usage of double negatives in a sentence 	<p>W.GR.04.01 In the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names</p> <p>W.SP.04.01 In the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers)</p> <p>W.HW.04.01 Write neat and legible compositions</p> <p>GLCEs Not Specifically Addressed</p> <p>W.AT.04.01 Be enthusiastic about writing and learning to write</p>

- Write legibly with print and cursive writing

NHA ELA Exemplar: Speaking

The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing.

Grade Four

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Four
<ul style="list-style-type: none"> • Apply correct English language conventions and usage in speech • Use grade-level appropriate and specific vocabulary to communicate ideas • Speak with clear diction, expression, volume, timing, phrasing, eye contact, and gestures appropriate for topic, audience, and purpose of communication • Vary the formality of language according to the audience and purpose for speaking (e.g., oral presentations, persuasive presentations, class discussions, informal discussions, speaking to people in the community, family members, and friends) • Use familiar idioms, similes and word play • Participate and contribute in small and large group discussions (e.g. whole class discussions, literature circles, partner work, etc.) following the rules of conversation (e.g. listen respectfully, respond appropriately, avoid interrupting) • Ask questions in class for clarification, or to seek others' opinions and comments • Respond appropriately to questions asked in class, during oral presentations, or about texts read aloud • Give oral directions or instructions • Create and deliver oral presentations for a variety of purposes and audiences (e.g., create a focus; select an organizational structure; have an introduction and conclusion; use relevant information and descriptive details; incorporate visual aids or props when appropriate; use sources for information) • Respond to and summarize a variety of texts read, recalling important events and details • Deliver persuasive presentations that have a main idea, explanatory details, and vocabulary selected to influence the listener • Deliver informational presentations that: have a clear main idea or focus; have an introduction, conclusion and body that presents information in a logical sequence; include relevant facts, details, examples, and explanations; use more than one source for information; use visual materials when appropriate • Deliver narrative presentations that: tell about an event, memory, or observation; use details and descriptive language to engage the listener's imagination; explains why the event or experience is important • Present original and published works such as stories, plays, skits, and poems 	<p>S.CN.04.01 Use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences</p> <p>S.CN.04.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions</p> <p>S.CN.04.03 Speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations</p> <p>S.CN.04.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English)</p> <p>S.CN.04.05 Understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership</p> <p>S.DS.04.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols</p> <p>S.DS.04.02 Discuss narratives (e.g., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language</p> <p>S.DS.04.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding</p> <p>S.DS.04.04 Plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language</p>

NHA ELA Exemplar: Listening and Viewing
The student will apply critical listening and viewing skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information.
Grade Four

Grade Four

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Four
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- Demonstrate active listening skills (e.g., identifying purpose for listening; listening quietly without interrupting, asking focused questions, responding to cues, maintaining eye contact, summarizing and paraphrasing what was said, giving feedback)
- Compare and contrast ideas of others with their own ideas during small or large group discussions
- Listen to gain information or to understand procedures
- Take notes or use graphic organizers to record the key ideas during oral presentations and/or whole class instruction
- Recognize that language reflects different regions, cultures, social groups, and historical eras (e.g., sayings, expressions, pronunciations, slang)
- Identify the speaker's purpose in presentations and visual materials (e.g., to inform, to entertain, to persuade)
- Identify the main idea and important details
- Make inferences or draw conclusions from information that is implicit and explicit
- Distinguish between fact and opinion in presentations and media
- Identify the different purposes of various media (e.g. to provide entertainment or information, to persuade, to transmit culture, to report on events)
- Identify persuasive techniques (e.g. promises, dares, flattery, generalities, exaggeration, pressure from peers, television advertising, faulty reasoning)
- Distinguish between print media (e.g. newspapers, magazines, pamphlets) and non-print media (e.g. television, radio, movies)
- Recognize different techniques used to communicate messages in visual media
- Explain how print and non-print media focuses attention on events or issues and influences peoples' opinions

L.CN.04.01 Ask substantive questions of the speaker that will provide additional elaboration and details

L.CN.04.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings

L.CN.04.03 Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors

L.CN.04.04 Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions)

L.RP.04.01 Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers

L.PR.04.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit

L.RP.04.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding

L.RP.04.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally)

L.RP.04.05 Respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations

S.CN.04.05 Understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership

GRADE FOUR
Mathematics Learning Objectives
Michigan Alignment

NATIONAL HERITAGE ACADEMIES CURRICULUM

MICHIGAN ALIGNMENT

MATHEMATICS

NHA EXEMPLARS	MICHIGAN GRADE LEVEL CONTENT EXPECTATIONS
<p>Number Sense and Operations The student will build a deep understanding of the representation, models, and connections between real numbers. They will understand the properties and characteristics of real numbers and their application to computation. The student will become fluent in arithmetic computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations with mathematical algorithms.</p> <p>Algebra and Functions The student will understand and use variables and algebraic expressions. The students will solve equations and functions, represent solutions on the coordinate plane, and describe the characteristics of the graphs. They will write and use formulas to solve problems and describe patterns.</p> <p>Geometry The student will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; and use visualization, spatial reasoning, and geometric modeling to solve problems.</p> <p>Measurement The student will understand measurable attributes of objects and the units, systems, and processes of measurement. They will apply appropriate techniques, tools, and formulas to estimate and determine measurements.</p> <p>Data Analysis and Probability The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predications that are based on data. The student will understand and apply basic concepts of probability.</p> <p>Problem Solving The student will apply the problem solving process by understanding problems, choosing and employing strategies to solve problems, monitor and reflect on the process of mathematical problem solving, justify solutions, and extend the problems.</p>	<p>Patterns, Relationships, and Functions Patterns, relationships and functions comprise one of the most important themes in the study of mathematics. Mathematical thinking begins with the recognition of similarities among objects or events, proceeds to generalization and abstraction, and culminates in the ability to understand, explain and make predictions. Contexts that exhibit structure and regularity provide rich opportunities for describing the physical world, studying mathematics and solving problems.</p> <p>Geometry and Measurement We live in a three-dimensional world. In order to interpret and make sense of that world, students need both analytical and spatial abilities. Geometry and measurement, which involve notions of shape, size, position, and dimension, are used extensively to describe and understand the world around us.</p> <p>Data Analysis and Statistics We live in a sea of information. In order not to drown in the data that inundate our lives every day, we must be able to process and transform data into useful knowledge. The ability to interpret data and to make predictions and decisions based on data is an essential basic skill for every individual.</p> <p>Number Sense and Numeration Number sense is to mathematics what vocabulary is to language. Students must learn to quantify and measure, concretely at first and increasingly more abstractly as they mature. They also must develop an understanding of numeration systems and of the structure of such systems. They must learn to estimate mathematical quantities and to represent and communicate mathematical ideas in the language of mathematics.</p> <p>Numerical and Algebraic Operations and Analytical Thinking The ability to represent quantitative situations with algebraic symbolism, numerical operations and algebraic thinking is essential to solving problems in significant contexts and applications. The concepts of number and variable and their symbolic representation and manipulation are central to the understanding of arithmetic and its generalization in algebra. The contemporary applications of mathematics in virtually every field of work and study rely on algebraic and analytic thinking and communication as fundamental tools.</p> <p>Probability and Discrete Mathematics Contemporary uses of mathematics demand that students learn to deal with uncertainty, to make informed decisions based on evidence and expectations, to exercise critical judgment about conclusions drawn from data, and to apply mathematical models to real-world phenomena. The technological world in which we live also depends upon information and the communication of information and upon applications of systems with separate (discrete) entities. Topics of discrete mathematics such as counting and permutation problems, matrix operations, vertex-edge networks, and relationships among finite sets have significant real-world applications that students will encounter in diverse fields of work and study.</p>

NHA Mathematics Exemplar: Number Sense and Operations

The student will build a deep understanding of the representation, models, and connections between real numbers. They will understand the properties and characteristics of real numbers and their application to computation. The student will become fluent in arithmetic computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations with mathematical algorithms.

Grade Four

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations	
<ul style="list-style-type: none"> Explain the place value relationships of numbers up to 1,000,000 and decimals up to thousandths (e.g., 1,000 is 10 hundreds) Represent whole numbers up to 1,000,000 in expanded form Read, write, compare, and plot whole numbers up to 1,000,000 in both numerals and words Define and model mixed numbers and improper fractions Compare, order, and plot fractions, improper fractions, and mixed numbers (like or unlike denominators) Convert between mixed numbers and improper fractions Model and generate equivalent fractions for denominators of two, three, four, and five (e.g., $\frac{1}{2} = \frac{3}{4} = \frac{4}{8}$) Express fractions, improper fractions and mixed numbers in simplest terms Read, write, interpret, and compare decimals up to thousandths Locate and plot tenths and hundredth on a number line Describe and identify prime and composite numbers Determine the factors of any whole number up to 100 Apply divisibility rules to determine if a number is divisible by 2, 5, or 10 Determine the first ten multiples of a given one-digit number Express tenths and hundredths as decimals and fractions, and find fraction decimal equivalents from halves and fourths (e.g., $\frac{1}{2} = 0.5 = 0.50$, $\frac{7}{4} = 1\frac{3}{4} = 1.75$) Use the symbols $<$, $>$, $=$, and \neq (with and without the use of a number line) to compare numbers (whole number, fractions, decimals) Use parentheses to indicate which operation to perform first when writing expressions Explain and apply the order of operations for addition, subtraction, multiplication, and division Define and use the Associative and Commutative Properties of addition and multiplication Model and use the Distributive Property Model and apply the relationships between addition/multiplication and subtraction/division to solve problems Add and subtract whole number (to any place value) Add and subtract fractions with common denominators Model addition and subtraction of fractions whose denominators are multiples of each other using models Add and subtract decimals to thousandths Explain how the multiplication algorithm works using physical model, visual representations, and the distributive property 	<p>N.ME.04.01</p> <p>N.ME.04.02</p> <p>N.ME.04.03</p> <p>N.ME.04.04</p> <p>N.ME.04.05</p> <p>N.MR.04.06</p> <p>N.MR.04.07</p> <p>N.FL.04.08</p> <p>N.ME.04.09</p> <p>N.FL.04.10</p> <p>N.FL.04.11</p> <p>N.MR.04.13</p> <p>N.MR.04.14</p> <p>N.ME.04.15</p> <p>N.ME.04.16</p> <p>N.ME.04.17</p> <p>N.ME.04.18</p> <p>N.MR.04.19</p> <p>N.ME.04.20</p> <p>N.MR.04.21</p> <p>N.MR.04.22</p> <p>N.MR.04.23</p>	<p>Read and write number to 1,000,000; relate them to the quantities they represent; compare and order.</p> <p>Compose and decompose numbers using place value to 1,000,000's, e.g., 25, 068 is 2 ten thousands, 5 thousands, 0 hundreds, 6 tens, and 8 ones.</p> <p>Understand the magnitude of numbers up to 1,000,000; recognize the place value of numbers and the relationship of each place value to the place to its right, e.g., 1,000 is 10 hundreds.</p> <p>Find all factors of any whole number through 50, list factor pairs, and determine if a one-digit number is a factor of a given whole number.</p> <p>List the first ten multiples of a given one-digit whole number; determine if a whole number is a multiple of a given one-digit whole number.</p> <p>Know that some numbers including 2, 3, 5, 7, and 11 have exactly two factors (1 and the number itself) and are called prime numbers.</p> <p>Use factors and multiples to compose and decompose whole numbers.</p> <p>Add and subtract whole number fluently.</p> <p>Multiply two-digit numbers by 2, 3, 4, and 5 using the distributive property, e.g., $21 \times 3 = (1 + 20) \times 3 = (1 \times 3) + (20 \times 3) = 3 + 60 = 63$.</p> <p>Multiply fluently any whole number by a one-digit number and a three-digit number by a two-digit number; for a two-digit by one-digit multiplication use distributive property to develop meaning for the algorithm.</p> <p>Divide number up to four-digits by one-digit numbers and by 10.</p> <p>Use the relationship between multiplication and division to simplify computations and check results.</p> <p>Solve contextual problems involving whole number multiplication and division.</p> <p>Read and interpret decimals up to two decimal places; relate to money and place value decomposition.</p> <p>Know that terminating decimals represents fractions whose denominators are 10, 10 x 10, 10 x 10 x 10, etc., e.g., powers of 10.</p> <p>Locate tenths and hundredths on a number line.</p> <p>Read, write, interpret, and compare decimals up to two decimal places.</p> <p>Write tenths and hundredths in decimal and fraction forms, and know the decimal equivalents for halves and fourths.</p> <p>Understand fractions as parts of a set of objects.</p> <p>Explain why equivalent fractions are equal, using models such as fraction strips or the number line from fractions with denominators of 12 or less, or equal to 100.</p> <p>Locate fractions with denominators of 12 or less on the number line; include mixed numbers.</p> <p>Understand the relationships among halves, fourths, and eighths and among</p>

<ul style="list-style-type: none"> • Multiply two- and three-digit numbers by one- and two-digit numbers using models and algorithms • Divide multi-digit numbers by one- and two-digit numbers using models and algorithms • Model multiplication of fractions by whole numbers • Model multiplication of a decimal by whole numbers • Round whole numbers to a given place value • Round decimals to the nearest tenth or whole number • Estimate solutions to computations with whole numbers • Use mental arithmetic to add, subtract, multiply, and divide numbers whole numbers • Use technology, including calculators, to perform calculations 	<p>thirds, sixths, and twelfths.</p> <p>N.ME.04.24 Know that fractions of the form $\frac{m}{n}$ where m is greater than n, are greater than 1 and called improper fractions; locate improper fractions on the number line.</p> <p>N.MR.04.25 Write improper fractions as mixed numbers, and understand that a mixed number represents the number of “wholes” and the part of a whole remaining, e.g., $\frac{5}{4} = 1 + \frac{1}{4} = 1\frac{1}{4}$.</p> <p>N.MR.04.26 Compare and order up to three fractions with denominators 2, 4, and 8 and 3, 6, and 12, including improper fractions and mixed numbers.</p> <p>N.MR.04.27 Add and subtract fractions less than 1 with denominators through 12 and/or 100, in cases where the denominators are equal or when one denominator is a multiple of the other, e.g., $\frac{1}{12} + \frac{5}{12} = \frac{6}{12}$; $\frac{1}{6} + \frac{5}{12} = \frac{7}{12}$; $\frac{3}{10} - \frac{23}{100} = \frac{3}{100}$.</p> <p>N.MR.04.28 Solve contextual problems involving sums and differences for fraction where one denominator is a multiple of the other (denominators 2 through 12, and 100).</p> <p>N.MR.04.30 Multiply fractions by whole number, using repeated addition and area or array models.</p> <p>N.MR.04.31 For problems that use addition and subtraction of decimals through hundredths, represent with mathematical statements and solve.</p> <p>N.FL.04.32 Add and subtract decimals through hundredths.</p> <p>N.FL.04.33 Multiply and divide decimals up to two decimal places by a one-digit number where the result is a terminating decimal, e.g., $0.42 \div 3 = 0.14$, but not $5 \div 3 = 1.6$.</p> <p>N.FL.04.34 Estimate the answers to calculations involving addition, subtraction, or multiplication.</p> <p>N.FL.04.36 Make appropriate estimations and calculations fluently with whole numbers using mental math strategies.</p> <p>Michigan Grade 3 (Number and Operations)</p> <p>N.FL.03.13 Mentally calculate simple products and quotients up to a three-digit number by a one-digit number involving multiples of 10, e.g., 500×6, or $400 \div 8$.</p>
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NHA Mathematics Exemplar: Algebra and Functions

The student will understand and use variables and algebraic expressions. The student will solve equations and functions, represent solutions on the coordinate plane, and describe the characteristics of graphs. They will write and use formulas to solve problems and describe patterns.

Grade Four

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> • Use symbols to represent unknown quantities in number sentences • Write simple algebraic expressions in one variable • Evaluate algebraic expressions by substitution • Model and solve equations involving addition, subtraction, multiplication, and division of whole numbers (e.g., $a \times 3 = 15$, $b + 26 = 95$) • Write an equation to represent a problem situation • Graph simple inequalities on the number line (e.g., $t > 15$, $y < 6$) • Create, describe, and extend numeric (addition, subtraction, multiplication, and division) patterns • Represent patterns using words, tables, graphs, and rules 	<p>Number and Operations</p> <p>N.MR.00.10 Find the value of the unknowns in equations such as $a \div 10 = 25$; $125 \div b = 25$.</p> <p>N.MR.04.29 Find the value of an unknown in equations such as $\frac{1}{8} + x = \frac{5}{8}$ or $\frac{3}{4} - y = \frac{1}{2}$.</p>

NHA Mathematics Exemplar: Geometry

The student will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; and use visualization, spatial reasoning, and geometric modeling to solve problems.

Grade Four

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Identify, describe, and draw triangles, quadrilaterals, and polygons Identify and draw the parts of a circle (e.g., chord, diameter, radius, center) Identify and classify three-dimensional figures (e.g., cube, sphere, prism) Classify triangles based on angle measures (right, equiangular, acute, and obtuse) and side length (isosceles, scalene, and equilateral) Classify quadrilaterals using their properties (e.g., those with two sets of parallel lines: square, rectangle, parallelogram, rhombus) Identify, describe, classify, and draw angles (e.g., right, acute, obtuse, straight) Identify, describe and draw points, lines, line segments, rays, and planes Identify congruent figures and justify congruence using sides, angles, parallels, and perpendiculars Identify similar figures Identify figures that have reflection symmetry and draw lines of symmetry Identify, predict, and draw reflections, rotation, and translations of two-dimensional figures Specify locations and plot ordered pairs in the first quadrant of the coordinate plane 	<p>G.GS.04.02 Identify basic geometric shapes including isosceles, equilateral, and right triangles, and use their properties to solve problems.</p> <p>G.SR.04.03 Identify and count the faces, edges, and vertices of basic three-dimensional geometric solids including cubes, rectangular prisms, and pyramids; describe the shape of their faces.</p> <p>G.TR.04.04 Recognize plane figures that have line symmetry.</p> <p>G.GS.01.01 Recognize rigid motion transformations (flips, slides, turns) of a two-dimensional object.</p> <p>Measurement</p> <p>M.TE.04.10 Identify right angles and compare angles to right angles.</p> <p>Grade Level Content Expectations Taught at Another Grade Level</p> <p>a. Identify and draw perpendicular, parallel, and intersecting lines using a ruler and a tool or object with a square (90°) corner. (NHA Grade 3)</p>

NHA Mathematics Exemplar: Measurement

The student will understand measurable attributes of objects and the units, systems, and processes of measurement. They will apply appropriate techniques, tools, and formulas to estimate and determine measurements.

Grade Four

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> • Measure length (e.g., line segments, pencils, chairs) to the nearest quarter-inch, eighth-inch, and millimeter • Measure weight/mass, capacity, and temperature in metric and customary units • Calculate elapsed time in hours and minutes • Determine the amount of change from a purchase • Add and subtract money in decimal notation • Calculate the perimeter of polygons by adding side lengths and using formulas • Calculate the area of rectangles and squares using established formulas • Describe the difference between volume and capacity • Calculate the volume of rectangular prisms using unit cubes • Find the length of a side for squares and rectangles given the perimeter or area and one side length • Demonstrate that two rectangles may have the same perimeter but different areas or may have the same area, but different perimeters • Carry out simple unit conversions (time, length, weight/mass, capacity) and express in symbolic form (e.g., $_ \text{ inches} = _ \text{ feet} \times 12$) • Select and use appropriate units and tools to measure perimeter, area, and volume • Estimate perimeter, area, and volume 	<div> <div> M.UN.04.01 M.UN.04.03 M.TE.04.05 </div> <div> Measure using common tools and select appropriate units of measure. Measure and compare integer temperatures in degrees. Carry out the following conversions from one unit of measure to a larger or smaller unit of measure; meters to centimeters, kilograms to grams, liters to milliliters, hours to minutes, minutes to seconds, years to months, weeks to days, feet to inches, ounces to pounds (using numbers that involve only simple calculations). </div> </div> <div> <div>M.TE.04.06</div> <div>Know and understand the formulas for perimeter and area of a square and a rectangle; calculate the perimeters and areas of these shapes and combinations of these shapes using the formulas.</div> </div> <div> <div>M.TE.04.07</div> <div>Find one dimension of a rectangle given the other dimension and its perimeter or area.</div> </div> <div> <div>M.TE.04.08</div> <div>Find the side of a square given its perimeter or area.</div> </div> <div> <div>M.PS.04.09</div> <div>Solve contextual problems about perimeter and area of squares and rectangles in compound shapes.</div> </div> <div> <p>Michigan Grade 5 (Measurement)</p> <div> <div>M.UN.05.02</div> <div>Know the units of measure of volume: cubic centimeter, cubic meter, cubic inches, cubic feet, cubic yards, and use their abbreviations (cm^3, m^3, in^3, ft^3, yd^3).</div> </div> </div> <div> <p>Grade Level Content Expectations Taught at Another Grade Level</p> <div> <div>M.PS.03.10</div> <div>Measure surface area of cubes and rectangular prisms by covering and counting area of the faces. (NHA Grade 5)</div> </div> <div> <div>M.PS.04.11</div> <div>Solve contextual problems about surface area. (NHA Grade 5)</div> </div> </div>

NHA Mathematics Exemplar: Data Analysis and Probability

The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predictions that are based on data. They will understand and apply basic concepts of probability.

Grade Four

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> • Design an investigation to address a question • Collect and organize data from observations, surveys, or experiments • Organize, display, and interpret data using tables, frequency tables, pictographs, graphs (line and bar), line plots, and Venn diagrams • Construct and interpret stem-and-leaf plots • Compare different representations of the same data to evaluate how well each representation shows important aspects of the data, and identify appropriate ways to display the data • Define mean, and find the mean of a set of data • Compute mean, median, mode, and range for a set of data and use for comparisons • Propose and explain interpretations and predictions based on data displayed in tables, charts, and graphs • Express outcomes of experimental probability situations verbally (e.g., likely, unlikely) and numerically (e.g., 3 out of 4, $\frac{3}{4}$) • Conduct simple probability experiments or simulations; summarize and display the results • Use tree diagrams to list and count all the possible combinations of several sets, with a maximum of 3 members in each set (e.g., number of outfits from 3 shirts, 2 shorts, and 2 pairs of shoes) • Make predictions based on experimental probabilities 	<div> D.RE.04.01 D.RE.04.02 D.RE.03.03 </div> <p>Construct tables and bar graphs from given data. Order a given set of data, find the median, and specify the range of values. Solve problems using data presented in tables and bar graphs, e.g., compare data represented in two bar graphs and read bar graphs showing two data sets.</p>

NHA Mathematics Exemplar: Problem Solving

The student will apply the problem solving process by understanding problems choosing and employing strategies to solve problems, monitor and reflect on the process of mathematical problem solving, justify solutions, and extend the problems.

Grade Four

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Analyze problems individually or as a group by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns Restate problems in their own words, using relevant information Select and apply appropriate strategies to solve problems individually or as a group (e.g., modeling with pictures or manipulatives, lists and charts, and informal counting strategies) Decide how and when to break a problem into simpler parts Apply strategies and results from simpler problems to more complex problems Use trial and error and the process of elimination to solve problems Represent problems verbally, numerically, and/or graphically Demonstrate multiple ways to solve mathematical problems Discuss the efficiency of different representations and solution methods of problems and determine which is most helpful (e.g., break into simpler parts vs. trial and error) Determine if an approach or argument is invalid Make precise calculations and check the validity of the results in context of the problem Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy Use estimation to verify the reasonableness of calculated results Express solutions clearly and logically by using the appropriate mathematical terms and notation Support solutions with evidence in both verbal and symbolic work (e.g., sentences, equations, tables, graphs) Evaluate the reasonableness of the solution in the context of the original problem Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems 	<p>Number and Operations N.FL.04.35 Know when approximation is appropriate and use it to check the reasonableness of answers; be familiar with common place-value error in calculations.</p> <p>Measurement N.MR.03.15 Give answers to a reasonable degree of precision in the context of a given problem.</p>

GRADE FOUR
Science Content
Michigan Alignment

GRADE FOUR
Social Studies Content
Michigan Alignment



Curriculum Guide

Michigan

Grade Five

GRADE FIVE
English Language Arts Learning Objectives
Michigan Alignment

NATIONAL HERITAGE ACADEMIES CURRICULUM
MICHIGAN ALIGNMENT
English Language Arts

NHA EXEMPLARS	MICHIGAN GRADE-LEVEL CONTENT EXPECTATIONS
<p><i>READING</i> Concepts of Print, Word Recognition, Fluency and Vocabulary Development The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently Comprehension The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction Informational Text The student will apply a range of reading skills and strategies to read and comprehend informational text Literary Response and Analysis The student will apply a range of reading skills and strategies to read from a wide variety of literary genres and make text-to-text, text-to-self, and text-to- world connections</p> <p><i>WRITING</i> Writing Process The student will apply a variety of skills and strategies to plan, draft, revise, edit and publish written work Writing Applications The student will practice different types of writing to communicate ideas, concepts, emotions and descriptions to the reader Research The student will employ appropriate methods and resources to research and report on an inquiry topic</p> <p><i>LANGUAGE USAGE</i> Language Usage and Conventions The student will apply the conventions of grammar, spelling, punctuation, and capitalization in their own writing and conventions of grammar while speaking</p> <p><i>SPEAKING, LISTENING, AND VIEWING</i> Speaking The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing Listening and Viewing The student will apply critical listening and viewing skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information</p>	<p><i>READING</i> Word Recognition and Word Study <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Word Recognition • Vocabulary Fluency Narrative Text Informational Text Comprehension Metacognition Critical Standards Reading Attitude</p> <p><i>WRITING</i> Genre Process Personal Style Grammar and Usage Spelling Handwriting Writing Attitude</p> <p><i>SPEAKING</i> Conventions Discourse</p> <p><i>LISTENING AND VIEWING</i> Conventions Response</p>

NHA ELA Exemplar: Concepts of Print, Word Recognition, Fluency, and Vocabulary Development

The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently.

Grade Five

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade 5
<ul style="list-style-type: none"> Automatically recognize grade-level sight and frequently-used words, steadily increasing the number of words that can read fluently throughout the year Use decoding strategies to read unfamiliar words (letter-sound correspondence, syllabication, prediction, decoding by analogy, vowel patterns, word families) Identify words using structural cues (roots, bases, affixes, inflectional endings) Identify words using syntactic (grammar) and semantic (meaning) cues Use the meaning of prefixes (e.g., con-, dis-, en-, mis-, tele-, uni-), suffixes (e.g., -ant, -ence, -ment, -ious, -tion), word bases and inflections to determine meaning (including Greek and Latin roots) Define the meaning of unfamiliar words by using context clues and the author's use of definition, restatement and example Use context clues to determine the meaning synonyms, antonyms, homophones, and multiple-meaning words (homographs) Use a thesaurus to find the synonyms and antonyms of words Recognize the difference between the connotation and denotation of words (shades of meaning) Identify similes and metaphors in text and explain their use Use word reference materials (e.g., glossary, dictionary, thesaurus, online sources) to find the meaning, pronunciation, and derivatives of unfamiliar words Use word origins to determine the meaning of unknown words and phrases (e.g., Herculean task, from the story of Hercules) Identify common abbreviations (e.g., p.m., Jr., blvd., mph, U.S.A.) Extend vocabulary through reading and explicit instruction, including technical words and words from math, science, and social studies Read aloud 5th grade-level texts fluently, with appropriate pacing, changes in voice, and expression 	<p>R.WS.05.01 Explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context</p> <p>R.WS.05.02 Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words</p> <p>R.WS.05.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year</p> <p>R.WS.05.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts</p> <p>R.WS.05.05 Acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins</p> <p>R.WS.05.06 Fluently read beginning grade-level text and increasingly demanding text as the year proceeds</p> <p>R.WS.05.07 In context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources</p>

NHA ELA Exemplar: Comprehension

The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction.
Grade Five

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade 5
<ul style="list-style-type: none"> • Read from a variety of genres and authors and for different purposes (e.g., for information, for understanding, to interpret, to enjoy, or to solve problems) • Apply before, during and after reading comprehension strategies (e.g., activating prior knowledge, predicting, asking questions, visualizing, comparing/contrasting, summarizing, making connections, making inferences, making generalizations, and drawing conclusions) • Preview text (e.g., skim materials, uses pictures, textual clues, and text format) • Make, confirm, and revise simple predictions about what will be found in text (e.g., use prior knowledge and ideas presented in text, illustrations, titles, topic sentences, key words and vocabulary, and foreshadowing clues) • Monitor comprehension of text by adjusting to fit the purpose, or by skimming, scanning, adjusting reading rate, looking back, reading on, clarifying vocabulary, or by summarizing what has been read so far • Take notes and/or use graphic organizers to aid in the comprehension of text (e.g., Venn diagrams, story maps, KWL charts, semantic maps, concept webs, etc.) • Demonstrate comprehension of text by responding to literal, inferential, evaluative, and synthesizing questions • Identify the author's purpose (e.g., to persuade, to inform, to entertain) or point of view • State a main idea and find supporting details in text • Retell and summarize information from texts, recognizing that there may be several important points and supporting details • Identify examples of cause and effect in text • Reflect on what has been learned from reading and discuss or write about ideas, opinions, or personal responses to text • Use criteria to select reading material (e.g., personal interest, knowledge of authors and genres, text difficulty, recommendations from others) • Read both student- and teacher-selected texts from a variety of genres, forms, and authors; select appropriate texts for specific purposes from classroom, school, and public libraries 	<p>R.CM.05.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written response</p> <p>R.CM.05.02 Retell through concise summarization grade-level narrative and informational text</p> <p>R.CM.05.03 Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing</p> <p>R.MT.05.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring summarizing, and engaging in interpretive discussions</p> <p>R.MT.05.02 Plan, monitor, and regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding familiar words); select an appropriate text type from known genre for particular writing purposes; and use theory/evidence, cause/effect, and persuasive organizational patterns</p> <p>GLCEs Not Specifically Addressed</p> <p>R.AT.05.01 Be enthusiastic about reading and do substantial reading and writing on their own</p>

NHA ELA Exemplar: Informational Text

The student will apply a range of reading skills and strategies to read and comprehend informational text.

Grade Five

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade 5
<ul style="list-style-type: none"> Recognize the characteristics of a variety of informational texts (e.g., textbooks, autobiographies/biographies, brochures, letters, diaries, directions, procedures, magazines, newspapers, encyclopedias, thesauruses, almanacs) Use common textual features (e.g., chapter titles, headings, subheadings, indices, typeface, glossaries, and table of contents) to locate information Explain how authors use timelines, graphs, charts, diagrams, tables of content, indices, introductions, summaries, and conclusions to enhance understanding of supporting and key ideas Identify and describe informational text patterns (e.g., sequential or chronological order; theory/evidence; compare and contrast; proposition (argument) and support; and problem/solution) Identify, interpret, and use graphic features (e.g., maps, charts, tables, graphs, and diagrams) Distinguish between fact and opinion Determine the cause and effect of an event or problem in text Summarize and paraphrase information Draw inferences, conclusions, and generalizations and provide supporting evidence from the text State a main idea and support it with details from the text Identify missing, unclear, or irrelevant information Use prior knowledge and experience to understand and evaluate new information and ideas Determine the author's purpose (e.g., persuasion, information, entertainment, evaluation) Identify the author's point of view or perspective (e.g., cultural, social, ethnic, and historical) on an issue in one or more texts Recognize instances of bias, propaganda (e.g., bandwagon, red herring, loaded words), and stereotyping Compare and contrast information about one topic using multiple sources Identify and analyze a Moral Focus theme in a text and relate it to personal and societal issues Evaluate the steps of a procedure and identify missing, out-of-sequence, or unclear steps Locate information in a variety of consumer, workplace, and public documents (e.g., labels, schedules, newspapers, field guides, brochures) 	<p>R.IT.05.01 Analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases</p> <p>R.IT.05.02 Identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution</p> <p>R.IT.05.03 Explain how authors use text features including timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas</p> <p>R.CM.05.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts</p>

NHA ELA Exemplar: Literary Response and Analysis

The student will apply a range of reading skills and strategies to read from a wide variety of literary genres and make text-to-text, text-to-self, and text-to-world connections.

Grade Five

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade 5
<ul style="list-style-type: none"> • Read and respond to literature from a wide range of genres, authors, cultures, and themes (See attached list of suggested titles and authors) • Identify the defining characteristics of a variety of literary forms and genres (e.g., poetry, fiction, nonfiction, drama, historical fiction, tall tales, fantasy, mystery, science fiction and chapter books) • Analyze the author's use of rhyme to create interest and repetition for emphasis in poetry • Identify the narrator or speaker and explain how point of view (first person, third person) affects the text • Identify literary elements (e.g., plot, characters, setting) • Identify different character types (e.g., major, minor, and stereotypical) • Explain how a character's thoughts, words, and actions reveal his or her motivations • Describe the way a character changes or develops in a story using evidence from the text • Identify basic plot concepts of a story (e.g., main problem or conflict, resolution, cause and effect, climax, sequence of events) • Explain the influence of setting in a story • Define <i>theme</i> as the central idea or meaning of a text and recognize common themes that are stated or implied (e.g. friendship, courage, survival) • Recognize that the same story can be told in different genres, such as novels, poems, or plays • Respond to a story related to a Moral Focus theme by making to text-to-self and text-to-world connections • Analyze the literary devices and figurative language used in a text to convey mood, tone, and meaning (e.g., dialogue, symbolism, similes, metaphors, personification, foreshadowing, humor, suspense, onomatopoeia, idioms, rhyme, alliteration, rhythm, sensory words) • Compare and contrast symbols and themes used in text from different time periods and cultures • Explain how the story may reflect the author's heritage, traditions, and beliefs 	<p>R.NT.05.01 Analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary merit</p> <p>R.NT.05.02 Analyze the structure, elements, style, and purpose of narrative genre including historical fiction, tall tales, science fiction, fantasy, and mystery</p> <p>R.NT.05.03 Analyze how characters' traits and setting define plot, climax, the role of dialogue, and how problems are resolved</p> <p>R.NT.05.04 Explain how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators</p> <p>R.CM.05.03 Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing</p>

NHA ELA Exemplar: Writing Process

The student will apply a variety of skills and strategies to plan, draft, revise, edit, and publish written work.

Grade Five

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade 5
<ul style="list-style-type: none"> Set a purpose (to entertain, to inform, to persuade, to explain, to record ideas, or to describe), consider audience, and choose appropriate styles and forms when writing informational and narrative texts Adjust the style of writing, voice, and language used according to purpose and intended audience Generate, discuss, and keep a list of ideas for writing Use a variety of prewriting strategies to plan and organize writing (e.g., brainstorming; using graphic organizers such as story maps, Venn diagrams, and webs; note-taking Make a plan for narrative writing (e.g., list of characters, setting, problem and solution, sequences of events) or for informational writing (e.g., main idea or thesis statement, supporting details, conclusion) Draft compositions with: a clear beginning, middle and end; transitional words and phrases; related ideas grouped by paragraphs; supporting details; and a consistent focus Write using paragraph form with: a topic sentence; supporting details; indentations; and transitional words and phrases ideas and sentences Use common organizational formats to communicate ideas (e.g., chronological order, compare/contrast, cause and effect, logical order) Demonstrate personal style and voice in text by using varied sentence types (simple, compound, complex), strong verbs, tone, sensory and figurative language(narrative); precise vocabulary and transitional words (informational) Review and revise writing for meaning, clarity, word choice, organization of ideas, consistent point of view, to elaborate on ideas, to add relevant or delete irrelevant information, or to rearrange sentences Use resources and reference materials (e.g., dictionary, thesaurus) to choose more effective vocabulary Use quotations and paraphrases correctly to avoid plagiarism; list resources as appropriate Edit own writing and the writing of others to improve conventions (e.g., grammar, spelling, punctuation, sentence fragments or run-ons, capitalization, paragraphing) using a checklist or set of rules, and reference materials both individually and in groups Apply tools (e.g. rubric, checklist, and feedback) to judge the quality of own writing and the writing of others Publish a final draft that is legible, error-free, and follows the appropriate format Use a computer to draft, edit, revise, and publish writing, using tools such as spell check, pull-down menus, the thesaurus, formatting, and print Maintain a portfolio that includes informational, literary, interpretive, responsive, and informal writing selected by both the teacher and the student 	<p>W.PR.05.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece</p> <p>W.PR.05.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast)</p> <p>W.PR.05.03 Draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions</p> <p>W.PR.05.04 Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve organization and flow of ideas (e.g. position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs)</p> <p>W.PR.05.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups</p> <p>W.PS.05.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support)</p> <p>GLCEs Not Specifically Addressed</p> <p>R.CS.05.01 Develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences</p> <p>W.AT.05.01 Be enthusiastic about writing and learning to write</p>

NHA ELA Exemplar: Writing Applications

The student will practice different types of writing to communicate ideas, concepts, emotions, and descriptions to the reader.

Grade Five

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade 5
<ul style="list-style-type: none"> • Write for different purposes and audiences, following the style, pattern and conventions of a specific format (e.g. poetry, research reports, drama, news articles, letters to the editor, business letters, narratives, essays, etc.) • Use informal writing for various purposes (e.g., messages, journals, notes, poems, labels, captions, directions) • Write personal narratives (autobiographical) that: tell about an event or situation; use simple narrative strategies; and describe why the incident is memorable • Write narratives (e.g., poetry, mystery, tall tale, short story, historical fiction, plays) that establish: plot; point of view; setting; conflict and resolution; characterization (hero, villain); dialogue; use organizing patterns such as chapters or stanzas; and use literacy devices such as simile, personification, sensory language, rhyme, and rhythm • Write responses to literature that: demonstrate understanding of the text; summarize the main idea and significant details; and offer a judgment; support judgments with references to the text, other texts, authors, and prior knowledge • Write expository compositions (informational) that: identify and stay on topic; include simple facts, details, examples, and explanations; use common text structures (cause and effect, problem/solution, chronological, compare and contrast); use several sources for information; and have a summarizing conclusion • Write narrative (personal or literary), expository, or persuasive compositions that incorporate a Moral Focus theme, following all the conventions of the selected format • Write summaries of texts (e.g. book reviews, literary response journals, learning logs) that include the main idea and significant details • Write persuasive letters or compositions with: a clear position or argument; supporting evidence; emotional appeal; persuasive vocabulary; and a logical organizational structure • Write formal and informal letters with appropriate conventions (e.g., the date, address, greeting, body, signature and correctly addressed envelope) • Write business letters that: use business letter format; state purpose; and make requests or give a compliments 	<p>W.GN.05.01 Write a cohesive narrative piece such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions</p> <p>W.GN.05.02 Write poetry based on reading a wide variety of grade-appropriate poetry</p> <p>W.GN.05.03 Write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings</p>

NHA ELA Exemplar: Research

The student will employ appropriate methods and resources to research and report on an inquiry topic.

Grade Five

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade 5
<ul style="list-style-type: none"> • Create written and multimedia reports on a research topic, using multiple sources • Identify a research topic by listing possible questions, narrowing the focus, and forming a hypothesis • Locate sources and gather relevant information from multiple sources (e.g. school or public libraries, online and electronic resources, newspapers, magazines, interviews, surveys) • Use dictionaries and encyclopedias as sources for information; use their text features to locate specific information (e.g. key words, guide words, alphabetical and numerical order, indexes, cross references, and letters on volumes) • Use strategies to record and organize information gathered from sources (e.g., notes, outlines, charts, tables, graphic organizers) • Use strategies to compile gathered information into a written report (e.g., incorporates notes, outlines, etc. into written product; draws conclusions; compares and contrasts information from different sources; use appropriate visual aids) • Use direct quotes and acknowledge the sources appropriately • Paraphrase and summarize information found in sources • Support ideas with facts details, explanations, examples, and direct quotes from primary and secondary sources • Avoid plagiarism by using an appropriate form of documentation to acknowledge sources (e.g., bibliography, lists of sources) • Use maps, charts, graphs or other graphics to enhance presentation of report • Write a research paper about a notable person of history or science, making connections to one or more of the Moral Focus themes 	<p>W.GN.05.04 Use the writing process to produce and present a research project: use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis</p>

NHA ELA Exemplar: Language Usage and Conventions

The student will apply the conventions of grammar, spelling, punctuation, and capitalization in their own writing and conventions of grammar while speaking.

Grade Five

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade 5
<ul style="list-style-type: none"> • Use correct English language conventions and usage in speech and writing • Use a variety of simple, compound, and complex sentences, avoiding fragments and run-ons • Spell correctly high-frequency and commonly misspelled words (e.g., a lot, your/you're, which/witch, fill/feel, whose/who's, etc.); grade-level appropriate words; commonly confused words (e.g., an/a, rise/raise, sit/set/sat, there/their); prefixes, suffixes and base(root) words; inflectional endings, regular and irregular plurals; contractions • Use multiple strategies to spell words correctly including: initial consonant substitution of related words; knowledge of previously studied words, spelling patterns and rules; syllable constructions • Draw on a variety of resources to find the correct spelling of new, unfamiliar or difficult words (e.g., dictionaries, glossaries, thesauruses, spell check) • Use correct punctuation including: commas (e.g., in a series, to separate clauses, in dates and addresses, location names, introductory words or phrases, opening and closing of letters, after nouns of direct address, to set off appositives); colons (between hours and minutes, to introduce a list); semicolons; quotation marks (dialogue, titles); periods (imperative or declarative sentences, initials, abbreviations); question marks; exclamation points; apostrophes (in contractions, to show possession), parentheses, hyphens • Identify proper text conventions for titles of various works: italics or underlining for titles of books, magazines, or films; quotation marks for the titles of poems, short stories, songs, and chapters • Use correct capitalization conventions including: first word of a sentence; titles; days of the week; months of the year; proper names; holidays; companies; schools and institutions; departments of government; names of nationalities, languages, and countries; historical events and eras; names of towns, cities, and states; heading, salutation, and closing of letters; first word of a direct quotation, title of person in family versus role (uncle vs. Uncle John) • Identify and use correctly and consistently parts of speech including nouns (common, proper, regular and irregular plurals), pronouns, verbs, adverbs (for comparison) and adjectives (comparative/superlative), conjunctions, prepositions, and interjections • Identify the objective case of a noun in a sentence (direct object, indirect object, object of a preposition) • Identify the simple or compound subject and predicate of a sentence • Use subject-verb agreement and verb tense correctly and consistently • Identify past, present, and future verb tenses of regular and irregular verbs • Recognize action, linking, and auxiliary verbs (helping verbs) • Identify and use different types of clauses and phrases, including prepositional phrases, main clauses, and subordinate clauses, participial phrases, appositives • Use modifiers (words that describe, limit, or qualify another word) in writing • Classify and use different types of adjectives (e.g. positive, comparative, superlative, numerical) • Use pronouns correctly in writing (objective, subjective, possessive, reflexive) and identify antecedents 	<p>W.GR.05.01 In the context of writing, correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clauses; colons to separate hours and minutes and to introduce a list</p> <p>W.SP.05.01 In the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter-sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers)</p> <p>W.HW.05.01 Write neat and legible compositions</p>

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| <ul style="list-style-type: none">• Recognize the incorrect usage of double negatives in a sentence• Write legibly with print and cursive writing | |
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NHA ELA Exemplar: Speaking

The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing.

Grade Five

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade 5
<ul style="list-style-type: none"> • Apply correct English language conventions and usage in speech • Use grade-level appropriate and specific vocabulary to communicate ideas • Speak with clear diction, expression, volume, timing, phrasing, eye contact, and gestures appropriate to for topic, audience, and purpose of communication • Vary the formality of language according to the audience and purpose for speaking (e.g., oral presentations, persuasive presentations, class discussions, informal discussions, speaking to people in the community, family members, and friends) • Use familiar idioms, similes and word play • Participate and contribute in small and large group discussions (e.g. whole class discussions, literature circles, work groups, partner work, etc.) following the rules of conversation (e.g. listen respectfully, respond appropriately, avoid interrupting) • Ask questions in class for clarification, or to seek others' opinions and comments • Respond appropriately to questions asked in class, during oral presentations, or about texts read aloud in class (e.g. give comments, opinions, feedback, elaboration) • Give precise oral directions or instructions • Create and deliver oral presentations for a variety of purposes and audiences (e.g., create a focus; select an organizational structure; include an introduction and conclusion; use relevant information and descriptive details; use memory aids such as notes or outlines; incorporate visual aids or props when appropriate; use sources for information) • Respond to a variety of texts read by: demonstrating an understanding of the ideas and images communicated in the text; summarizing important events and details; using examples from the text to support conclusions; evaluating the purpose • Deliver persuasive presentations that: state a clear position; include relevant evidence to support position; address potential concerns of the listener; follow common organizational patterns (e.g. cause-effect, compare-contrast); use persuasive language • Deliver informational presentations that: establish a focus for the topic; present ideas in a logical sequence; include details, examples, quotations, statistics, stories, and anecdotes; use precise language; include an effective introduction and conclusion consistent with the organizational pattern; identify and use multiple sources(e.g., books, newspapers, magazines, encyclopedias, web sites); and use visual materials when appropriate • Deliver narrative presentations (stories) that: establish a situation, plot, point of view and setting; use descriptive words and dialogue • Read or recite brief poems, narratives, and soliloquies using clear diction, timing, volume, phrasing, and expression 	<p>S.CN.05.01 Use common grammatical structures correctly when speaking including irregular verbs to express more complex ideas</p> <p>S.CN.05.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion</p> <p>S.CN.05.03 Speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations</p> <p>S.CN.05.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English)</p> <p>S.DS.05.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols</p> <p>S.LS.05.02 Discuss narratives (e.g., mystery, historical fiction, tall tales, science fiction), conveying the story grammar (e.g. traits of characters, relationship between setting and climax/anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning</p> <p>S.DS.05.03 Respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose</p> <p>S.DS.05.04 Plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning</p> <p>GLCEs Taught at Another Grade Level</p> <p>S.CN.05.05 Understand, providing examples of how language differs from early American history to current day America as a function of linguistic and cultural group membership (NHA Grade 8)</p>

NHA ELA Exemplar: Listening and Viewing

The student will apply critical listening and viewing skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information.

Grade Five

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade 5
<ul style="list-style-type: none"> • Demonstrate active listening skills (e.g., identifying purpose for listening; listening quietly without interrupting, asking focused questions, responding to cues, maintaining eye contact, summarizing and paraphrasing what was said, giving feedback) • Listen to and elaborate on the ideas of others during small or large group discussions • Listen to gain information or to understand procedures • Take notes or use graphic organizers to record key ideas during oral presentations, lectures, and/or whole class instruction • Recognize that language reflects different regions, cultures, social groups, and historical eras (e.g., sayings, expressions, pronunciations, slang) • Identify the speaker's purpose in presentations and visual materials (e.g., to inform, to entertain, to persuade) • Evaluate the qualities of a speaker (e.g., volume, tone, pacing, verbal and non-verbal messages) • Identify and/or infer the main idea, and recall supporting details • Make inferences and draw conclusions about information that is implicit, rather than directly stated • Recognize the techniques speakers use for effect (e.g. gestures, pacing, emphasizing key words, eye contact, organizational patterns) • Distinguish between fact and opinion in presentations and media • Identify the different purposes of various media (e.g. to provide entertainment or information, to persuade, to transmit culture, to report on events) • Identify persuasive techniques (e.g. promises, dares, flattery, generalities, exaggeration, pressure from peers, television advertising, faulty reasoning) • Identify different types of visual media (e.g. television shows, advertisements, news broadcasts, documentaries, live drama and performances) • Recognize instances of bias, propaganda, stereotyping in visual media • Identify some techniques used in visual media to convey messages (e.g., images, sound effects, music, tone of voice) • Explain how print and non-print media focuses attention on events or issues and influences peoples' opinions 	<p>L.CN.05.01 Ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations</p> <p>L.CN.05.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings</p> <p>L.CN.05.03 Listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations</p> <p>L.CN.05.04 Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping opinions</p> <p>L.RP.05.01 Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers</p> <p>L.RP.05.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit</p> <p>L.RP.05.03 Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions</p> <p>L.RP.05.04 Combine skills to reveal strengthening literacy (e.g. viewing then analyzing in writing, listening then paraphrasing in writing)</p> <p>L.RP.05.05 Respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions</p>

GRADE FIVE
Mathematics Learning Objectives
Michigan Alignment

NATIONAL HERITAGE ACADEMIES CURRICULUM

MICHIGAN ALIGNMENT

MATHEMATICS

NHA EXEMPLARS	MICHIGAN GRADE LEVEL CONTENT EXPECTATIONS
<p>Number Sense and Operations The student will build a deep understanding of the representation, models, and connections between real numbers. They will understand the properties and characteristics of real numbers and their application to computation. The student will become fluent in arithmetic computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations with mathematical algorithms.</p> <p>Algebra and Functions The student will understand and use variables and algebraic expressions. The students will solve equations and functions, represent solutions on the coordinate plane, and describe the characteristics of the graphs. They will write and use formulas to solve problems and describe patterns.</p> <p>Geometry The student will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; and use visualization, spatial reasoning, and geometric modeling to solve problems.</p> <p>Measurement The student will understand measurable attributes of objects and the units, systems, and processes of measurement. They will apply appropriate techniques, tools, and formulas to estimate and determine measurements.</p> <p>Data Analysis and Probability The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predications that are based on data. The student will understand and apply basic concepts of probability.</p> <p>Problem Solving The student will apply the problem solving process by understanding problems, choosing and employing strategies to solve problems, monitor and reflect on the process of mathematical problem solving, justify solutions, and extend the problems.</p>	<p>Patterns, Relationships, and Functions Patterns, relationships and functions comprise one of the most important themes in the study of mathematics. Mathematical thinking begins with the recognition of similarities among objects or events, proceeds to generalization and abstraction, and culminates in the ability to understand, explain and make predictions. Contexts that exhibit structure and regularity provide rich opportunities for describing the physical world, studying mathematics and solving problems.</p> <p>Geometry and Measurement We live in a three-dimensional world. In order to interpret and make sense of that world, students need both analytical and spatial abilities. Geometry and measurement, which involve notions of shape, size, position, and dimension, are used extensively to describe and understand the world around us.</p> <p>Data Analysis and Statistics We live in a sea of information. In order not to drown in the data that inundate our lives every day, we must be able to process and transform data into useful knowledge. The ability to interpret data and to make predictions and decisions based on data is an essential basic skill for every individual.</p> <p>Number Sense and Numeration Number sense is to mathematics what vocabulary is to language. Students must learn to quantify and measure, concretely at first and increasingly more abstractly as they mature. They also must develop an understanding of numeration systems and of the structure of such systems. They must learn to estimate mathematical quantities and to represent and communicate mathematical ideas in the language of mathematics.</p> <p>Numerical and Algebraic Operations and Analytical Thinking The ability to represent quantitative situations with algebraic symbolism, numerical operations and algebraic thinking is essential to solving problems in significant contexts and applications. The concepts of number and variable and their symbolic representation and manipulation are central to the understanding of arithmetic and its generalization in algebra. The contemporary applications of mathematics in virtually every field of work and study rely on algebraic and analytic thinking and communication as fundamental tools.</p> <p>Probability and Discrete Mathematics Contemporary uses of mathematics demand that students learn to deal with uncertainty, to make informed decisions based on evidence and expectations, to exercise critical judgment about conclusions drawn from data, and to apply mathematical models to real-world phenomena. The technological world in which we live also depends upon information and the communication of information and upon applications of systems with separate (discrete) entities. Topics of discrete mathematics such as counting and permutation problems, matrix operations, vertex-edge networks, and relationships among finite sets have significant real-world applications that students will encounter in diverse fields of work and study.</p>

NHA Mathematics Exemplar: Number Sense and Operations

The student will build a deep understanding of the representation, models, and connections between real numbers. They will understand the properties and characteristics of real numbers and their application to computation. The student will become fluent in arithmetic computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations with mathematical algorithms.

Grade Five

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Explain the place value relationships of numbers up to 1 billion and decimals up to 5 decimal places (e.g., one tenth is 10 hundredths) Represent whole numbers up to 1 billion in expanded form (with and without exponents) Compare, order and plot whole numbers, fractions, decimals, and mixed numbers Identify and find equivalent fractions (e.g., $\frac{4}{7} = \frac{8}{14} = \frac{20}{35}$) Write fractions using common denominators (e.g., given $\frac{2}{3}$ and $\frac{4}{5}$, write as $\frac{10}{15}$ and $\frac{12}{15}$) Express fractions, improper fractions, and mixed numbers in simplest terms Explain different interpretations of fractions: parts of a whole, parts of a set, and division of whole numbers by whole numbers Distinguish between repeating and terminating decimals and illustrate with common example (e.g., repeating: $\frac{1}{9}$, terminating: $\frac{1}{2}$) Represent, compare, and order negative numbers by extending the number line and using familiar applications (e.g., temperature, owing money) Define the reciprocal of a number and explain how to find it Describe and identify prime and composite numbers Determine the common factors and greatest common factor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator or to reduce to lowest terms) Find the prime factorization of whole numbers and express in exponential form Apply divisibility rules to determine if a number is divisible by 2, 3, 4, 5, 6, 9, or 10 Determine multiples and the least common multiple of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator or to reduce to lowest terms) Express decimals as fractions and fractions as decimals Express percents as fractions and decimals Apply algebraic order of operations to evaluate expressions using parentheses Define and apply the basic properties of real numbers: Identity, Inverse, Zero, Commutative, Associative, and Distributive Add and subtract whole number and decimals (to any place value) Model and compute addition and subtraction of integers Add and subtract fractions with like and unlike denominators Add and subtract mixed numbers with like or unlike denominators using physical models, visual representations, and algorithms Multiply and divide multi-digit numbers by two- and three-digit numbers using algorithms Multiply fractions by fractions and mixed numbers 	<p>N.MR.05.01 Understand the meaning of division of whole numbers with and without remainders; relate division to fractions and to repeated subtraction.</p> <p>N.MR.05.03</p> <p>N.FL.05.04 Multiply a multi-digit number by a two-digit number; recognize and be able to explain common computational errors such as not accounting for place value.</p> <p>N.FL.05.05 Solve applied problems involving multiplication and division of whole numbers.</p> <p>N.FL.05.06 Divide fluently up to a four-digit number by a two-digit number.</p> <p>N.MR.05.07 Find the prime factorization of numbers from 2 through 50, express in exponential notation, e.g., $24 = 2^3 \times 3^1$, and understand that every whole number greater than 1 is either prime or can be expressed as a product of primes.</p> <p>N.ME.05.08 Understand the relative magnitude of ones, tenths, and hundredths and the relationship of each place value to its right, e.g., one is 10 tenths, one tenth is 10 hundredths.</p> <p>N.ME.05.09 Understand percentages as parts out of 100, use % notation, and express a part of a whole as a percentage.</p> <p>N.ME.05.10 Understand a fraction as a statement of division, e.g., $2 \div 3 = \frac{2}{3}$, using simple fractions and pictures to represent.</p> <p>N.ME.05.11 Given two fractions, e.g., $\frac{1}{2}$ and $\frac{1}{4}$, express them as fractions with a common denominator, but not necessarily a <u>least</u> common denominator, e.g., $\frac{1}{2} = \frac{4}{8}$ and $\frac{3}{4} = \frac{6}{8}$; use denominators less than 12 or factors of 100.</p> <p>N.ME.05.12 Find the product of two unit fractions with small denominators using an area model.</p> <p>N.MR.05.13 Divide a fraction by a whole number and a whole number by a fraction, using simple unit fractions.</p> <p>N.FL.05.14 Add and subtract fractions with unlike denominators through 12 and/or 100, using the common denominator that is the product of the denominators of the 2 fractions, e.g., $\frac{3}{8} + \frac{7}{10}$; use 80 as the common denominator.</p> <p>N.MR.05.15 Multiply a whole number by powers of 10: 0.01, 0.1, 1, 10, 100, 1,000; and identify patterns.</p> <p>N.FL.05.16 Divide numbers by 10's, 100's, 1,000's using mental strategies.</p> <p>N.MR.05.17 Multiply one-digit and two-digit whole numbers by decimals up to two decimal places.</p> <p>N.MR.05.19 Solve contextual problems that involve finding sums and differences of fractions</p>

<ul style="list-style-type: none"> • Divide fractions by whole numbers • Model division of whole numbers by fractions (e.g., $2 \div \frac{1}{2}$) • Multiply and divide one- and two-digit whole numbers by decimals up to two decimal places • Divide decimals by whole numbers • Multiply and divide decimals by 10s, 100s, and 1,000s (e.g., $.7 \div 100$) • Model multiplication of decimals by decimals (up to hundredths) • Describe the meaning of exponents and evaluate exponents of 0, 1, and 2 (e.g., 8^2, 10^1, 7^0) • Represent percents as part of a hundred • Calculate and estimate the percent of a number (e.g., 15% of 30) • Use models and visual representations to develop the concept of ratio as part-to-part and part-to-whole • Round whole numbers and decimals to a given place value • Estimate sums and differences of fractions and decimals • Estimate products of whole numbers, decimals, fractions, and mixed numbers • Use mental arithmetic to add, subtract, multiply, and divide numbers whole numbers • Use technology, including calculators, to perform calculations 	<p>with unlike denominators using knowledge of equivalent fractions.</p> <p>N.FL.05.20 Solve applied problems involving fractions and decimals; including round of answers and checking reasonableness.</p> <p>N.MR.05.22 Express fractions and decimals as percentages and vice versa.</p> <p>N.ME.05.23 Express ratios in several ways given applied situations, e.g., 3 cups to 5 people, 3:5, $\frac{3}{5}$; recognize and find equivalent ratios.</p> <p>Michigan Grade 6 (Number and Operations)</p> <p>N.ME.06.07 Understand that a fraction or a negative fraction is quotient of two integers, e.g., $= \frac{-8}{3}$ is -8 divided by 3.</p> <p>N.ME.06.19 Understand that 0 is an integer that is neither negative nor positive.</p> <p>Grade Level Content Expectations Not Specifically Addressed</p> <p>N.MR.05.02 Relate division of whole numbers with remainders to the form $a = bq + r$, e.g., $34 \div 5 = 6 \text{ r } 4$, so $5 \cdot 6 + 4 = 34$; note the remainder (4) is less than divisor (5).</p>
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NHA Mathematics Exemplar: Algebra and Functions

The student will understand and use variables and algebraic expressions. The student will solve equations and functions, represent solutions on the coordinate plane, and describe the characteristics of graphs. They will write and use formulas to solve problems and describe patterns.

Grade Five

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> • Use letters to represent unknown quantities in equations, inequalities and expressions • Write simple algebraic expressions in one or two variables and evaluate them by substitution • Write and solve equations involving addition, subtraction, multiplication, and division of whole number, fractions, and decimals (e.g., $\frac{1}{4} + x = \frac{7}{12}$) • Find ordered pairs (positive numbers only) that fit a linear equation, graph the ordered pairs, and draw the line they determine • Model the Addition Property of Equality and the Subtraction Property of Equality • Graph inequalities on the number line (e.g., $x > 5$, $y \leq 2$) • Create and describe numeric patterns (addition, subtraction, multiplication, and division) using algebraic expressions, tables, and graphs • Use information taken from a graph to answer questions about a problem situation 	<p>Number and Operations</p> <p>N.MR.05.03 Write mathematical statements involving division for given situations.</p> <p>N.FL.05.18 Use mathematical statements to represent an applied situation involving addition and subtraction of fractions.</p> <p>N.MR.05.21 Solve for the unknown in equations such as $\frac{1}{4} + x = \frac{7}{12}$.</p>

NHA Mathematics Exemplar: Geometry

The student will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; and use visualization, spatial reasoning, and geometric modeling to solve problems.

Grade Five

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Identify and classify triangles and quadrilaterals (e.g., right triangle, equilateral triangle, parallelogram, square) Examine the defining properties of triangles (e.g., the sum of the measures of two sides of a triangle must be greater than the measure of the third side) Identify and describe the relationships between the parts of a circle (e.g., radius, diameter, chord, central angle) Identify and describe three-dimensional figures based on their faces, edges, and vertices Identify and classify angles as right, acute, obtuse, and straight Find the sum of interior angles for triangles and quadrilaterals Find unknown angle when given two angles in a triangle Identify congruent figures and justify your decisions by referring to sides and angles Identify and draw similar shapes and relate to ratios of corresponding sides Identify figures that have reflection and rotation symmetry and draw lines of symmetry Identify, predict, and draw reflections, rotation, and translations of two-dimensional figures Write ordered pairs (x, y) and plot on the coordinate plane (may include some negative coordinates) Identify and draw representations of three-dimensional objects from different views (top, side, front) Predict what three-dimensional object will result from folding a two-dimensions pattern (net) 	<div> <div>G.GS.05.02</div> <div>Measure angles with a protractor and classify them as acute, right, obtuse, or straight.</div> </div> <div> <div>G.GS.05.03</div> <div>Identify and name angles on a straight line and vertical angles.</div> </div> <div> <div>G.GS.05.04</div> <div>Find unknown angles in problems involving angles on a straight line, angles surrounding a point, and vertical angles.</div> </div> <div> <div>G.GS.05.06</div> <div>Understand why the sum of the interior angles of a triangle is 180° and the sum of the interior angles of a quadrilateral is 360°, and use these properties to solve problems.</div> </div> <div> <div>G.GS.05.07</div> <div>Find unknown angles and sides using the properties of: triangles, including right, isosceles, and equilateral triangles; parallelograms, including rectangles and rhombuses; and trapezoids.</div> </div> <div> <div>Michigan Grade 3 (Geometry)</div> <div> <div>G.SR.03.07</div> <div>Represent front, top, and side views of solids built with cubes.</div> </div> </div> <div> <div>Grade Level Content Expectations Taught at Another Grade Level</div> <div> <div>G.GS.05.05</div> <div>Know that angles on a straight line add up to 180° and angles surrounding a point add up to 360°; justify informally by “surrounding” a point with angles. (NHA Grade 6)</div> </div> </div>

NHA Mathematics Exemplar: Measurement

The student will understand measurable attributes of objects and the units, systems, and processes of measurement. They will apply appropriate techniques, tools, and formulas to estimate and determine measurements.

Grade Five

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Measure and estimate length, weight/mass, capacity, and temperature in metric and customary units Multiply and divide money in decimal notation Estimate, measure, and draw angles using a protractor Calculate the perimeter of triangles, quadrilaterals, and polygons by measuring attributes and using formulas Calculate the circumference of a circle by measuring attributes and using formulas Calculate the area of rectangles, triangles, parallelograms, and trapezoids using models and formulas Calculate the area of irregular polygons by breaking into basic shapes Calculate the volume of rectangular prisms using unit cubes and formulas Define surface area and find the surface area of rectangular prisms by covering the faces with square units Explain the difference between perimeter, area, surface area, and volume Demonstrate that two figures may have the same perimeter, but different areas, or that two figures may have the same area, but different perimeters Read and interpret scale drawings Convert one unit of measurement to another within the same measurement system (area, volume/capacity) Estimate perimeter or circumference, area, volume and surface area 	<p>M.UN.05.01 Recognize the equivalence of 1 liter, 1,000 ml and 1,000 cm³ and include conversions among liters, milliliters, and cubic centimeters.</p> <p>M.UN.05.03 Compare the relative sizes of one cubic inch to one cubic foot, and one cubic centimeter to one cubic meter.</p> <p>M.UN.05.04 Convert measurements of length, weight, area, volume, and time within a given system using easily manipulated numbers.</p> <p>M.PS.05.05 Represent relationships between areas of rectangles, triangles, and parallelograms using models.</p> <p>M.TE.05.06 Understand and know how to use the area formula of a triangle: $A = \frac{1}{2}bh$ (where b is length of the base and h is the height), and represent using models and manipulatives.</p> <p>M.TE.05.07 Understand and know how to use the area formula for a parallelogram: $A = bh$, and represent using models and manipulatives.</p> <p>M.TE.05.08 Build solids with unit cubes and state their volumes.</p> <p>M.TE.05.09 Using filling (unit cubes or liquid), and counting or measuring to find the volume of a cube and rectangular prism.</p> <p>M.PS.05.10 Solve applied problems about the volumes of rectangular prisms using multiplication and division and using the appropriate units.</p> <p>Geometry</p> <p>G.TR.05.01 Associate an angle with a certain amount of turning; know that angles are measured in degrees; understand that 90°, 180°, and 360° are associated respectively, with $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$, and full turns.</p> <p>G.GS.05.02 Measure angles with a protractor and classify them as acute, right, obtuse, or straight.</p> <p>Michigan Grade 4 (Measurement)</p> <p>M.TE.04.04 Measure surface area of cubes and rectangular prisms by covering and counting area of the faces.</p> <p>M.PS.04.11 Solve contextual problems about surface area.</p> <p>Grade Level Content Expectations Taught at Another Grade Level</p> <p>M.UN.05.02 Know the units of measure of volume: cubic centimeter, cubic meter, cubic inches, cubic feet, cubic yards, and use their abbreviations (cm³, m³, in³, ft³, yd³). (NHA Grade 4)</p>

NHA Mathematics Exemplar: Data Analysis and Probability

The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predictions that are based on data. They will understand and apply basic concepts of probability.

Grade Five

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Collect and organize data from a variety of sources (e.g., observations, surveys, experiments, newspapers) Organize, display, and interpret data using tables, graphs (line and bar), pictographs, line plots, and stem-and-leaf plots Construct and interpret circle graphs Construct and interpret histograms Select and use a graph that is appropriate for the type of data to be displayed Compute the mean, mode, median, and range for a set of data and explain what each measure does and does not indicate about the set of data Make and justify predictions from tables, charts, and graphs Express probabilities verbally (e.g., likely, certain, impossible) and numerically (e.g., 0, 1, $\frac{1}{2}$) Define theoretical and experimental probability, and compare theoretical and experimental probabilities of a simple experiment Use tree diagrams to list and explain all the possible outcomes in a given situation Make predictions based on experimental and theoretical probabilities 	<div> D.RE.05.01 Read and interpret line graphs, and solve problems based on line graphs, e.g., distance-time graphs, and problems with two or three line graphs on same axes, comparing different data. </div> <div> D.RE.05.02 Construct line graphs from tables of data; include axis labels and scale. </div> <div> D.AN.05.03 Given a set of data, find and interpret the mean (using the concept of fair share) and mode. </div> <div> D.AN.05.04 Solve multi-step problems involving means. </div>

NHA Mathematics Exemplar: Problem Solving

The student will apply the problem solving process by understanding problems choosing and employing strategies to solve problems, monitor and reflect on the process of mathematical problem solving, justify solutions, and extend the problems.

Grade Five

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> • Analyze problems individually or as a group by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns • Understand the basic language of logic in mathematical situations (and, or, not) • Select and apply appropriate strategies to solve problems individually or as a group (e.g., modeling with pictures or manipulatives, breaking into simpler parts, solving a simpler problem, work backwards, trial and error) • Use valid counterexamples to solve problems • Represent problems verbally, numerically, graphically, and/or algebraically • Demonstrate multiple ways to solve mathematical problems • Discuss the efficiency of different representations and solution methods of problems and determine which is most helpful (e.g., simpler to more complex vs. working backwards) • Distinguish between valid and invalid arguments and approaches • Make precise calculations and check the validity of the results in context of the problem • Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy • Use estimation to verify the reasonableness of calculated results • Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work • Evaluate the reasonableness of the solution in the context of the original problem • Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems 	



Curriculum Guide

Michigan

Grade Six

GRADE SIX
English Language Arts Learning Objectives
Michigan Alignment

NATIONAL HERITAGE ACADEMIES CURRICULUM
MICHIGAN ALIGNMENT
English Language Arts

NHA EXEMPLARS	MICHIGAN GRADE-LEVEL CONTENT EXPECTATIONS
<p><i>READING</i> Concepts of Print, Word Recognition, Fluency and Vocabulary Development The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently Comprehension The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction Informational Text The student will apply a range of reading skills and strategies to read and comprehend informational text Literary Response and Analysis The student will apply a range of reading skills and strategies to read from a wide variety of literary genres and make text-to-text, text-to-self, and text-to- world connections</p> <p><i>WRITING</i> Writing Process The student will apply a variety of skills and strategies to plan, draft, revise, edit and publish written work Writing Applications The student will practice different types of writing to communicate ideas, concepts, emotions and descriptions to the reader Research The student will employ appropriate methods and resources to research and report on an inquiry topic</p> <p><i>LANGUAGE USAGE</i> Language Usage and Conventions The student will apply the conventions of grammar, spelling, punctuation, and capitalization in their own writing and conventions of grammar while speaking</p> <p><i>SPEAKING, LISTENING, AND VIEWING</i> Speaking The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing Listening and Viewing The student will apply critical listening and viewing skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information</p>	<p><i>READING</i> Word Recognition and Word Study <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Word Recognition • Vocabulary Fluency Narrative Text Informational Text Comprehension Metacognition Critical Standards Reading Attitude</p> <p><i>WRITING</i> Genre Process Personal Style Grammar and Usage Spelling Handwriting Writing Attitude</p> <p><i>SPEAKING</i> Conventions Discourse</p> <p><i>LISTENING AND VIEWING</i> Conventions Response</p>

NHA ELA Exemplar: Concepts of Print, Word Recognition, Fluency, and Vocabulary Development

The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently.

Grade Six

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Six
<ul style="list-style-type: none"> Recognize a large body of sight and frequently-used words automatically Use decoding (letter-sound correspondence, syllabication), prediction, and structural (roots, affixes), syntactic (grammar), and semantic (meaning) cues to recognize unfamiliar words in context (e.g., origins and meanings of foreign words, words with multiple meanings, knowledge of major word chunks/rimes) Use prefixes (e.g., auto-, con-, fore-, multi-, sub-), suffixes (e.g., -age, -al, -ize/yze, -ous, -some), word bases and their inflections to determine meaning (including Greek and Latin roots) Define the meaning of a word using context clues and the author's use of definition, restatement or example. Identify synonyms and antonyms of words; use a thesaurus to find synonyms and antonyms Identify the connotation and denotation of new words (shades of meaning) Identify and interpret similes, metaphors, and analogies Use dictionaries, thesauruses, glossaries, and text features (e.g., footnotes, sidebars), and other resources to determine word meaning and pronunciation Recognize the origins of frequently-used foreign words in English (e.g., bureau, sleigh, incognito, boutique, gourmet, trio) Identify symbols and acronyms and connect them to whole words (e.g., CD, R.S.V.P., P.S., S.O.S., FBI, A.S.A.P., WWII) Extend vocabulary through reading and explicit instruction, including technical words, idioms, and words from math, science, and social studies Read aloud 6th grade-level texts fluently, with appropriate pacing, changes in voice, and expression 	<p>R.WS.06.01 Explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context</p> <p>R.WS.06.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, syllabications</p> <p>R.WS.06.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year</p> <p>R.WS.06.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts</p> <p>R.WS.06.05 Acquire and apply strategies to identify unknown words and construct meaning</p> <p>R.WS.06.06 Fluently read beginning grade-level text and increasingly demanding texts as the year proceeds</p> <p>R.WS.06.07 In context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related sources</p>

NHA ELA Exemplar: Comprehension

The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction.

Grade Six

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Six
<ul style="list-style-type: none"> • Read from a variety of genres and authors and for different purposes (e.g., for information, for understanding, to interpret, to enjoy, to solve problems, or to perform tasks) • Apply before, during and after reading comprehension strategies (e.g., activating prior knowledge, predicting, asking questions, visualizing, comparing/contrasting, summarizing, making connections, making inferences, making generalizations, and drawing conclusions) • Monitor comprehension of text by adjusting to fit the purpose, or by skimming, scanning, pausing, reading on, looking back, or summarizing what has been read so far • Take notes and/or use graphic organizers to aid in the comprehension of text (e.g., Venn diagrams, story maps, KWL charts, semantic maps, concept webs, etc.) • Demonstrate comprehension of text by responding to literal, inferential, evaluative, and synthesizing questions • Identify the author's purpose (e.g., to persuade, to inform, to entertain, to describe, or to evaluate) • Recognize devices authors use to accomplish their purpose (e.g., language structure, word choice, and persuasive techniques) • Identify or infer the main idea of text and find supporting details • Locate important details in a text • Summarize and paraphrase information in text (e.g., arrange information in chronological, sequential, or logical order; communicate main ideas and important details; use own words and quotations) • Identify clear cause and effect in text • Reflect on what has been learned after reading and formulate ideas, opinions and personal responses to text • Use established and personal criteria to analyze and evaluate the quality of ideas and information in text • Read both student- and teacher-selected texts from a variety of genres, forms, and authors; select appropriate texts for specific purposes from classroom, school, and public libraries 	<p>R.CM.06.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses</p> <p>R.CM.06.02 Retell through concise summarization grade-level narrative and informational text</p> <p>R.CM.06.03 Analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing</p> <p>R.MT.06.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions</p> <p>R.MT.06.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides</p> <p>GLCEs Not Specifically Addressed</p> <p>R.AT.06.01 Be enthusiastic about reading and do substantial reading and writing on their own</p>

NHA ELA Exemplar: Informational Text

The student will apply a range of reading skills and strategies to read and comprehend informational text.

Grade Six

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Six
<ul style="list-style-type: none"> Recognize the characteristics of a variety of informational texts (e.g., textbooks, newspapers, magazines, technical manuals, essays, online information, summaries, and research reports) Use common textual features (e.g., chapter titles, headings, subheadings, captions, indices, appendices, tables of contents, glossaries, and bibliographies) to locate information Explain how authors use text features to enhance understanding of ideas (e.g., footnotes, bibliographies, introductions, summaries, conclusions, appendices) Identify and analyze common organizational features of informational text (e.g., sequential, chronological, or logical order; cause and effect; compare and contrast; problem/solution) Identify, interpret, and use common graphic features (e.g., charts, tables, maps, diagrams, graphs, and cutaways) Distinguish between fact and opinion Determine the cause and effect of an event or problem in text Summarize and paraphrase information Draw conclusions and make inferences based on explicit and implicit information Determine the main idea of text and identify supporting details Identify missing, unclear, conflicting or irrelevant information Determine the author's purpose (e.g., persuasion, information, entertainment, evaluation) Identify an author's argument or viewpoint and evaluate the accuracy and validity of the evidence used Recognize instances of persuasion, propaganda, and faulty reasoning Compare and contrast information about one topic using multiple sources including books, magazines, newspapers, and online resources Identify and analyze a Moral Focus theme in a text and relate it to personal and societal issues Follow multiple steps of a procedure in order to perform a specific task Describe the purpose of a variety of consumer, workplace, and public documents such as editorials, school policies, memos, and résumés 	<p>R.IT.06.01 Analyze the structure, elements, features, style, and purpose of informational genre, including research reports, “how-to” articles, and essays</p> <p>R.IT.06.02 Analyze organizational text patterns including descriptive, chronological sequence, and problem/solution</p> <p>R.IT.06.03 Explain how authors use text features including footnotes, bibliographies, introductions, summaries, conclusions, and appendices to enhance the understanding of central, key, and supporting ideas</p> <p>GLCEs Not Specifically Addressed</p> <p>R.CM.06.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts</p>

NHA ELA Exemplar: Literary Response and Analysis

The student will apply a range of reading skills and strategies to read from a wide variety of literary genres and make text-to-text, text-to-self, and text-to-world connections.

Grade Six

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Six
<ul style="list-style-type: none"> • Read and respond to literature from a wide range of genres, authors (including major U.S. and British), historical periods, cultures, and themes [See attached list of suggested titles and authors] • Identify and explain the defining characteristics of a variety of literary forms and genres (e.g., folktale, mystery, science fiction, adventure, fantasy, poetry, drama, myths, biographies, autobiographies) • Define how tone and meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, rhyming patterns, repetition, assonance, consonance, and alliteration • Identify the narrator's point of view (first person and third person, limited and omniscient) • Identify literary elements (e.g., major and minor characters, plot, setting, themes) • Identify and explain the differences between character types (e.g., major, minor, and stereotypical characters) • Make inferences about a character, including: a description based on the character's thoughts, opinions, words or actions as given by the narrator; motives; change throughout the story; believability; and connections to own life • Identify major and minor events in a plot and explain how the plot develops by ordering the sequence of events and by identifying subplots, cause and effect, and conflict and resolution • Explain the importance of setting on the problem or conflict and its resolution • Identify and analyze central ideas and recurring themes (e.g., bravery, loyalty, friendship) within and across texts and relate them to personal and societal issues • Identify and analyze a Moral Focus theme in a text and relate it to personal and societal issues • Evaluate how an author uses literary devices and figurative language to convey moods, images, and meaning (e.g., dialogue, symbolism, imagery, alliteration, rhyme, rhythm, voice, tone, similes, metaphors, personification, flashback, foreshadowing, understatement, suspense, word choice, sensory language, onomatopoeia, puns, and word play) • Recognize how the social and cultural influences of a time period influence the characteristics of a text • Analyze how the author's heritage, traditions, attitudes, and beliefs are reflected by the work 	<p>R.NT.06.01 Describe how characters form opinions about one another in ways that can be fair and unfair in classic, multicultural, and contemporary literature recognized for quality and literary merit</p> <p>R.NT.06.02 Analyze the structure, elements, style, and purpose of narrative genre including folktales, fantasy, adventure, and action series</p> <p>R.NT.06.03 Analyze how dialogue enhances the plot, characters, and themes; differentiates major and minor characters; and builds climax</p> <p>R.NT.06.04 Analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme</p> <p>R.CM.06.03 Analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing</p> <p>R.NT.04.04 Explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts and resolutions to enhance the plot and create suspense</p>

NHA ELA Exemplar: Writing Process

The student will apply a variety of skills and strategies to plan, draft, revise, edit, and publish written work.

Grade Six

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Six
<ul style="list-style-type: none"> Set a purpose (to entertain, to inform, to influence), consider audience, and choose appropriate styles and structures (formal or informal language, genre, organization) when writing informational and narrative texts Apply prewriting strategies to plan and organize writing (e.g., brainstorming, note-taking, outlining, graphic organizers, writing models, rubrics, background research) Generate, discuss and record ideas for writing Construct a plan for narrative writing (e.g., story map, list of characters, setting, problem and solution) or a plan for informational writing (e.g., thesis statement, details, problem and solution statements) Create compositions with: an effective introduction; a body; clear transitional words or phrases; ideas grouped by paragraphs with topic sentences and supporting details; and a conclusion that summarizes Organize writing to effectively communicate ideas (e.g., chronological order, compare/contrast, cause and effect, story map, importance of ideas) Create logical connections between sentences by using conjunctive adverbs (e.g., therefore, however, in addition, furthermore, in fact, etc.) Compose using paragraph form by: presenting an introduction; grouping related ideas into paragraphs; arranging sentences in a paragraph with a topic sentence and supporting sentences; maintaining a consistent focus across paragraphs; providing a conclusion or summary paragraph Exhibit personal style and voice to enhance ideas by using varied sentence structures (e.g., simple, compound, complex), specific word choice, tone, and descriptive and sensory language Review and revise writing for meaning, clarity, word choice, organization of ideas, consistent point of view, transitional words or phrases, and to add relevant or delete irrelevant information Use resources and reference materials (e.g., dictionary, thesaurus) to enhance word choice Use quotations and paraphrases correctly to avoid plagiarism; cite resources as appropriate Edit own writing and the writing of others to improve conventions (e.g., grammar, spelling, punctuation, sentence fragments or run-ons, capitalization) using a checklist or set of rules, proofreading marks, and reference materials both individually and in groups Evaluate the quality of own writing and the writing of others using tools (e.g., rubric, checklist, feedback) Publish a final draft that is legible, error-free, and follows the appropriate format, using technology when available (e.g., word processing, simple publishing programs) Maintain a portfolio that includes informational, literary, interpretive, responsive, and informal writing 	<p>W.PR.06.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece</p> <p>W.PR.06.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence)</p> <p>W.PR.06.03 Revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind</p> <p>W.P.R.06.04 Draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions</p> <p>W.PR.06.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups</p> <p>W.PS.06.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support)</p> <p>R.CS.06.01 Compare the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others</p> <p>GLCEs Not Specifically Addressed</p> <p>W.AT.06.01 Be enthusiastic about writing and learning to write</p>

NHA ELA Exemplar: Writing Applications

The student will practice different types of writing to communicate ideas, concepts, emotions, and descriptions to the reader.

Grade Six

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Six
<ul style="list-style-type: none"> • Write for different purposes and audiences, choosing the most appropriate genre and format, and follow the style, patterns, and conventions of the format (e.g., short stories, essays, informal notes, technical instructions, persuasive essay, etc.) • Use informal writing for various purposes (e.g., personal notes, journal writing, e-mail, poems) • Write personal narratives (autobiographical) that: tell about an incident, event or situation; use descriptive details; establish a point of view or attitude; describe the personal importance of the incident; and present details in a logical manner • Write narratives (e.g., short story, adventure, tall tale, folk tale, fantasy) that establish: plot; setting; point of view; conflict and resolution; and elements of characterization • Write responses to literature that: show an interpretation, critique, or reflection; demonstrate understanding of text; include supportive details from the text; are organized in a logical manner; and show connection of the text to personal knowledge (e.g., book review, literary response journal, learning log, summary, answers to questions) • Write expository compositions (informational) that: state a clear purpose; present information that reflect knowledge about the topic; use facts and details from primary or secondary sources with appropriate citation; organize and present information in a logical manner including an introduction and conclusion; and use common expository structures (compare/contrast, problem/solution) and text features (charts, illustrations, graphs) • Write narrative (personal or literary), expository, or persuasive compositions that incorporate a Moral Focus theme, following all the conventions of the selected format • Write summaries of texts read (e.g., book reviews, literary response journal, learning logs) that include the main idea and supporting details • Write persuasive compositions with: a clear position or argument; a consistent point of view, detailed evidence to support argument (facts, examples, anecdotes, and reasoning); and answers to reader's concerns and counterarguments • Write business letters and letters of request and response that: use business letter format; state purpose; relate requests, opinion, problems or compliments; and use precise vocabulary 	<p>W.GN.06.01 Write a cohesive narrative piece such as personal narrative, adventure, tall tale, folktale, fantasy, or poetry that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict; and issues of plot, theme, and imagery</p> <p>W.GN.06.02 Write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas</p> <p>W.GN.06.03 Formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process</p>

NHA ELA Exemplar: Research

The student will employ appropriate methods and resources to research and report on an inquiry topic.

Grade Six

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Six
<ul style="list-style-type: none"> • Create written and multimedia reports on a research topic, using multiple sources • Formulate research questions and define topic • Identify appropriate sources and gather relevant information from multiple sources (e.g., classroom, school or public libraries, online resources, interviews, newspapers, magazines, atlases, almanacs) • Organize information and ideas from multiple sources in systematic ways (e.g., timeline, notes, outlines, graphic organizers) • Evaluate the credibility, reliability, accuracy and limitations of resources • Maintain an appropriate balance between researched information and original ideas • Paraphrase and summarize information found in sources • Support ideas with facts, details, examples, direct quotes, and explanations from the primary and secondary sources • Use an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited) • Use maps, charts, graphs, or other graphics to enhance presentation of report • Write a research paper about a notable person of history or science, making connections to one or more of the Moral Focus themes (See Science and Social Studies Objectives for list) 	<p>W.GN.06.03 Formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process</p>

NHA ELA Exemplar: Language Usage and Conventions

The student will apply the conventions of grammar, spelling, punctuation, and capitalization in their own writing and conventions of grammar while speaking.

Grade Six

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Six
<ul style="list-style-type: none"> • Use correct English language conventions and usage in writing and speech • Use a variety of simple, compound, and complex sentences, avoiding fragments and run-ons • Spell correctly: high-frequency and commonly misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw); grade-level appropriate words; foreign, medical or scientific origin (derivatives) words; commonly confused words (e.g., then/than, except/accept); regular and irregular plurals; prefixes, suffixes and base words; using common spelling rules and patterns (e.g., <i>ie</i> vs. <i>ei</i>, plurals ending in f) • Draw on a variety of resources to find the correct spelling of new, unfamiliar, or difficult words (e.g., dictionaries, glossaries, thesauruses, spell check) • Use correct punctuation including: commas (e.g., in a series, to separate clauses, to enclose explanatory words or phrases, in direct quotations, in location names); colons; semicolons; quotation marks (single and double); dashes; brackets; apostrophes (e.g., contractions, to show possession); parentheses; hyphens; end marks • Identify proper text conventions for titles of various works: italics or underlining for titles of books and magazines; quotation marks for the titles of poems, short stories, songs, and chapters • Use correct capitalization conventions including: first word of a sentence; titles; proper nouns (east vs. East); geographical locations; organizations, groups or companies; schools and institutions; departments of government; monuments and works of art; nationalities and languages • Identify and use correctly and consistently parts of speech including nouns (including possessive and irregular plurals), pronouns, verbs (transitive, intransitive, linking), adverbs and adjectives (comparative/superlative), conjunctions, prepositions, and interjections • Use subject-verb agreement (collective nouns; indefinite pronouns; compound subjects; prepositional phrases) and verb tense (regular and irregular) correctly and consistently • Identify verb tenses (present perfect, past perfect, future perfect) • Identify and use different types of clauses and phrases, including prepositional phrases, participial phrases, independent and dependent clauses, appositives • Use the correct class of pronouns (relative, demonstrative, indefinite, personal, and reflexive) and correct case (nominative, objective, and possessive) and identify antecedents • Recognize the incorrect usage of double negatives in a sentence • Write legibly with print or cursive writing 	<p>W.GR.06.01 In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives; conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes</p> <p>W.SP.06.01 In the context of writing, correctly spell frequently encountered and frequently misspelled words</p> <p>W.HW.06.01 Write neat and legible compositions</p>

NHA ELA Exemplar: Speaking

The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing.

Grade Six

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Six
<ul style="list-style-type: none"> • Apply correct language conventions and usage in speech • Employ verbal and non-verbal techniques for oral presentations that are appropriate for the topic, audience and purpose (e.g., modulation of voice, tempo, word choice {precise language, sensory details, specialized words}, feeling, expression, tone, volume, enunciation, physical gestures, body movement, eye contact, posture) • Use rhyme, rhythm, cadence, and word play for effect when presenting • Participate and contribute (e.g., give opinion, add or clarify information, give constructive feedback, respond to questions) in small and large group discussions (whole-class seminars, literature circles, work groups, panel discussions, mock trials) for a variety of purposes, assuming different roles (e.g., active listener, discussion leader, facilitator) • Ask questions to seek clarification or elaboration and respond to questions during presentations or discussions • Give oral directions or instructions to perform tasks, answer questions or solve problems • Deliver oral responses to literature that: expresses an opinion or judgment of the text; demonstrates understanding; is organized around key ideas; uses examples from the text in support of details and opinions • Create and deliver oral presentations for a variety of purposes and audiences (e.g., select a focus; use notes and outlines; use an organizational pattern that includes a preview, an introduction, a body, transitions, and a conclusion; use a clear point of view; use evidence and/or arguments to support opinions; use visual media; use formal or informal language) • Modify oral presentations based on verbal and non-verbal feedback from the audience (e.g., pacing, tone of voice, details, rearranging words or sentences) • Deliver problem-solution presentations that: describe the problem clearly; theorize on the cause and effect of the problem; offer at least one solution with reasons to support it; and use persuasive techniques to gain acceptance of solution • Deliver persuasive presentations that: establish a clear position; support argument with detailed evidence; offer a logical sequence of information; use persuasive language; consistently use common organizational structures (compare-contrast, cause-effect); and attempt to gain the listener's support for the position or argument • Deliver informational presentations that: demonstrate an understanding of the topic; present ideas in a logical sequence; include details, examples, quotations, statistics, stories, and anecdotes; use precise language; include an effective introduction and conclusion consistent with the organizational pattern; identify and use multiple sources(e.g., books, newspapers, magazines, encyclopedias, web sites); and use visual materials when appropriate • Deliver a narrative presentations(stories) that: establish a context, plot, and point of view; describe characters and setting; use story devices to engage audience (e.g., dialogue, suspense, movement, expression, gestures); and follow the structures and language of the genre • Read and recite brief poems, dramatic narratives, and soliloquies using clear diction, timing, volume, phrasing, and expression 	<p>S.CN.06.01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by asking and responding to questions and remarks to engage the audience when presenting</p> <p>S.CN.06.02 Speak effectively using rhyme, rhythm, cadence, and word play for effect in narrative and informational presentations</p> <p>S.CN.06.03 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English)</p> <p>S.DS.06.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols</p> <p>S.DS.06.02 Respond to multiple text types in order to compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme</p> <p>S.DS.06.03 Discuss written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, and suspense</p> <p>S.DS.06.04 Plan a focused and coherent informational presentation using an informational organizational pattern (e.g., problem/solution, sequence); select a focus question to address and organize the message to ensure that it matches the intent and the audience to which it will be delivered</p>

NHA ELA Exemplar: Listening and Viewing

The student will apply critical listening and viewing skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information.

Grade Six

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Six
<ul style="list-style-type: none"> • Demonstrate active listening skills (e.g., listening quietly, encouraging speaker with verbal and non-verbal feedback, monitoring comprehension of what is being heard, listening to message without interrupting, responding to questions and directions, picking out important information) • Take notes during oral presentations, lectures, and/or whole class instruction • Recognize the way in which language differs across a variety of social situations (e.g., formal and informal speeches, use of slang among peers) • Interpret the speaker's purpose in presentations and visual materials (e.g., to inform, to entertain, to persuade) • Evaluate the qualities of a speaker (e.g., word choice, tone, feeling, gestures, eye contact) and how speaker quality impacts the message • Summarize the main idea, identify and note important details, draw conclusions, and ask relevant questions about the content, delivery, and purpose of the presentation • Identify the rhetorical devices that speakers use for effect (e.g., rhythm, timing of speech, repetitive patterns, the use of onomatopoeia) • Analyze the techniques speakers use to communicate a message (e.g., persuasive techniques, effect of word choice, use of slanted or biased material, making an emotional appeal) • Evaluate the credibility of a speaker by determining the speaker's point of view, bias, or hidden messages • Identify the different purposes of various media (e.g., to provide entertainment or information, to persuade, to transmit culture, to focus attention on an issue) • Identify persuasive techniques in presentations and media (e.g., bandwagon, glittering generalities, emotional word repetition, bait and switch, testimonial) • Identify the various genres of different visual media (e.g., in television: sitcoms, talk shows, news broadcasts, interviews, children's programs; in film: westerns, horror, comedies, dramas) • Recognize elements that recur across media (e.g., common features found in print and broadcast advertising; the layout of magazines and newspapers) • Recognize the use of false or misleading information, stereotypes, and biases in visual media • Explain how language choice, symbols, images, sound, special techniques, and other conventions are used in visual media to convey messages • Explain how the media (television, print ads, radio) targets special interest groups (e.g., teenagers, voters, people who buy certain products, etc.) by using language, images, and content 	<p>L.CN.06.01 Respond to evaluate, and analyze the speaker's effectiveness and content when listening to or viewing a variety of speeches and presentations</p> <p>L.CN.06.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g. eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations</p> <p>L.RP.06.01 Listen to or view knowledgeably a variety of genre to summarize, take notes on key points, and ask clarifying questions</p> <p>L.RP.06.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit</p> <p>L.RP.06.03 Identify a speaker's affective communication expressed through tone, mood, and emotional cues</p> <p>L.RP.06.04 Relate a speaker's verbal communications (e.g., tone of voice) to the non-verbal message communicated (e.g., eye contact, posture, gestures)</p> <p>L.RP.06.05 Respond to multiple text types when listened to or viewed knowledgeably by, discussing, illustrating and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes</p> <p>L.RP.06.06 Respond to, evaluate, and analyze the credibility of the speaker who uses persuasion to affirm his/her point of view in a speech or presentation</p> <p>L.RP.06.07 Identify persuasive and propaganda techniques used in television, and identify false and misleading information</p>

GRADE SIX
Mathematics Learning Objectives
Michigan Alignment

NATIONAL HERITAGE ACADEMIES CURRICULUM

MICHIGAN ALIGNMENT

MATHEMATICS

NHA EXEMPLARS	MICHIGAN GRADE LEVEL CONTENT EXPECTATIONS
<p>Number Sense and Operations The student will build a deep understanding of the representation, models, and connections between real numbers. They will understand the properties and characteristics of real numbers and their application to computation. The student will become fluent in arithmetic computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations with mathematical algorithms.</p> <p>Algebra and Functions The student will understand and use variables and algebraic expressions. The students will solve equations and functions, represent solutions on the coordinate plane, and describe the characteristics of the graphs. They will write and use formulas to solve problems and describe patterns.</p> <p>Geometry The student will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; and use visualization, spatial reasoning, and geometric modeling to solve problems.</p> <p>Measurement The student will understand measurable attributes of objects and the units, systems, and processes of measurement. They will apply appropriate techniques, tools, and formulas to estimate and determine measurements.</p> <p>Data Analysis and Probability The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predications that are based on data. The student will understand and apply basic concepts of probability.</p> <p>Problem Solving The student will apply the problem solving process by understanding problems, choosing and employing strategies to solve problems, monitor and reflect on the process of mathematical problem solving, justify solutions, and extend the problems.</p>	<p>Patterns, Relationships, and Functions Patterns, relationships and functions comprise one of the most important themes in the study of mathematics. Mathematical thinking begins with the recognition of similarities among objects or events, proceeds to generalization and abstraction, and culminates in the ability to understand, explain and make predictions. Contexts that exhibit structure and regularity provide rich opportunities for describing the physical world, studying mathematics and solving problems.</p> <p>Geometry and Measurement We live in a three-dimensional world. In order to interpret and make sense of that world, students need both analytical and spatial abilities. Geometry and measurement, which involve notions of shape, size, position, and dimension, are used extensively to describe and understand the world around us.</p> <p>Data Analysis and Statistics We live in a sea of information. In order not to drown in the data that inundate our lives every day, we must be able to process and transform data into useful knowledge. The ability to interpret data and to make predictions and decisions based on data is an essential basic skill for every individual.</p> <p>Number Sense and Numeration Number sense is to mathematics what vocabulary is to language. Students must learn to quantify and measure, concretely at first and increasingly more abstractly as they mature. They also must develop an understanding of numeration systems and of the structure of such systems. They must learn to estimate mathematical quantities and to represent and communicate mathematical ideas in the language of mathematics.</p> <p>Numerical and Algebraic Operations and Analytical Thinking The ability to represent quantitative situations with algebraic symbolism, numerical operations and algebraic thinking is essential to solving problems in significant contexts and applications. The concepts of number and variable and their symbolic representation and manipulation are central to the understanding of arithmetic and its generalization in algebra. The contemporary applications of mathematics in virtually every field of work and study rely on algebraic and analytic thinking and communication as fundamental tools.</p> <p>Probability and Discrete Mathematics Contemporary uses of mathematics demand that students learn to deal with uncertainty, to make informed decisions based on evidence and expectations, to exercise critical judgment about conclusions drawn from data, and to apply mathematical models to real-world phenomena. The technological world in which we live also depends upon information and the communication of information and upon applications of systems with separate (discrete) entities. Topics of discrete mathematics such as counting and permutation problems, matrix operations, vertex-edge networks, and relationships among finite sets have significant real-world applications that students will encounter in diverse fields of work and study.</p>

NHA Mathematics Exemplar: Number Sense and Operations

The student will build a deep understanding of the representation, models, and connections between real numbers. They will understand the properties and characteristics of real numbers and their application to computation. The student will become fluent in arithmetic computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations with mathematical algorithms.

Grade Six

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Read, write, compare, and plot integers, decimals, and fractions (including improper fractions and mixed numbers) Read, write, and compare large numbers written in scientific notation Find the prime factorization of whole numbers and express in exponential form Express fractions as terminating or repeating decimals Convert between any two representations of numbers (fractions, decimals, and percents) without the use of a calculator Use models and pictures to relate concepts of ratio, proportion, and percent, including percents less than 1 and greater than 100 Apply algebraic order of operations to evaluate expressions with positive exponents only Define and apply the basic properties of real numbers: Identity, Inverse, Zero, Commutative, Associative, and Distributive Add and subtract integers, fractions, and decimals Add, subtract, multiply, and divide mixed numbers with unlike denominators Multiply and divide integers Multiply and divide fractions Divide whole numbers by fractions and mixed numbers Add, subtract, multiply, and divide mixed numbers Multiply and divide decimals by decimals and whole number Describe the meaning and evaluate positive exponents Calculate and estimate the square root of whole numbers (e.g., $\sqrt{21}$ is between 4 and 5) Define absolute value and evaluate the absolute value of rational numbers Describe how to find a specific percent of a number Solve percent problems involving simple interest Calculate and estimate given percentages and solve problems involving discounts, markups, sales tax, interest, and tips Explain proportions and use them solve problems (e.g., scaling, similar figures, equivalent fractions). Use cross-multiplication as a method for solving such problems Interpret and use ratios to show the relative size of two quantities, using the appropriate notations: $\frac{a}{b}$, a to b, a:b Find equivalent ratios by scaling up or down and express as a proportion Use estimation to decide whether answers are reasonable Use mental arithmetic to add or subtract simple fractions and decimals Use technology, including calculators, to graph data and to perform computations 	<p>N.MR.06.01 Understand division of fractions as the inverse of multiplication, e.g., if $\frac{4}{5} \div \frac{2}{3} = \square$, then $\frac{2}{3} * \square = \frac{4}{5}$, so $\square = \frac{4}{5} * \frac{3}{2} = \frac{12}{10}$.</p> <p>N.FL.06.04 Multiply and divide any two fractions, including mixed number, fluently.</p> <p>N.ME.06.05 Order rational numbers and place them on the number line.</p> <p>N.ME.06.06 Represent rational numbers as fractions or terminating decimals when possible, and translate between these representations.</p> <p>N.FL.06.09 Add and multiply integers between -10 and 10; subtract and divide integers using the related facts. Use the number line and chip models for addition and subtraction.</p> <p>N.FL.06.10 Add, subtract, multiply and divide positive rational numbers fluently.</p> <p>N.ME.06.11 Find equivalent ratios by scaling up or scaling down.</p> <p>N.FL.06.12 Calculate part of a number given the percentages and the number.</p> <p>N.MR.06.13 Solve contextual problems involving percentages such as sales taxes and tips.</p> <p>N.FL.06.14 For applied situations, estimate the answers to calculations involving operations with rational number.</p> <p>N.FL.06.15 Solve applied problems that use the four operations with appropriate decimal numbers.</p> <p>N.ME.06.16 Understand and use integer exponents, excluding powers of negative bases; express numbers in scientific notation.</p> <p>N.ME.06.17 Locate negative rational numbers (including integers) on the number line; know that numbers and their negatives add to 0, and are on opposite side and at equal distance from 0 on a number line.</p> <p>N.ME.06.20 Know that the absolute value of a number is the value of the number ignoring the sign; or is the distance of the number from 0.</p> <p>Grade Level Content Expectations Taught at Another Grade Level</p> <p>N.ME.06.07 Understand that a fraction or a negative fraction is quotient of two integers, e.g., $-\frac{8}{3}$ is -8 divided by 3. (NHA Grade 5)</p> <p>N.ME.06.18 Understand that rational numbers are quotients of integers (non zero denominators), e.g., a rational number is either a fraction or a negative fraction. (NHA Grade 7)</p> <p>N.ME.06.19 Understand that 0 is an integer that is neither negative nor positive. (NHA Grade 5)</p>

NHA Mathematics Exemplar: Algebra and Functions

The student will understand and use variables and algebraic expressions. The student will solve equations and functions, represent solutions on the coordinate plane, and describe the characteristics of graphs. They will write and use formulas to solve problems and describe patterns.

Grade Six

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Define variable and explain its uses (e.g., a placeholder for a specific unknown and as a representative range of values) Use standard conventions for writing algebraic expressions (e.g., $2x + 1$ means "two times x, plus 1.") and write expressions to represent and solve problems Simplify and evaluate algebraic expressions Write and solve one- and two-step linear equations in one variable and verify the reasonableness of the results Explain and model the four Properties of Equality: Addition; Subtraction; Multiplication; Division Given a linear function, create a table of solutions and graph the resulting ordered pairs on a grid Define slope as vertical change per unit of horizontal change and calculate the slope of a line Write and solve one- and two- step linear inequalities in one variable, graph the solution(s), and verify the reasonableness of the results Explain why an inequality is reversed when both sides are multiplied or divided by a negative number Identify functions as linear or nonlinear Represent, analyze, and extend patterns and functions using verbal descriptions, tables, and graphs Represent simple linear functions using verbal descriptions, tables, equations, and graphs, and translate among these representations (e.g., write equations for verbal descriptions) 	<p>A.RP.06.02 Plot ordered pairs of integers and use ordered pairs of integers to identify points in all four quadrants of the coordinate plane.</p> <p>A.FO.06.03 Use letters, with units, to represent quantities in a variety of context, e.g., y lbs., k minutes, x cookies.</p> <p>A.FO.06.04 Distinguish between an algebraic expression and an equation.</p> <p>A.FO.06.05 Use standard conventions for writing algebraic expressions, e.g., $2x + 1$ means "two times x, plus 1" and $2(x + 1)$ means "two time the quantity (x + 1)."</p> <p>A.FO.06.06 Represent information given in words using algebraic expressions and equations.</p> <p>A.FO.06.07 Simplify expressions of the first degree by combining like terms, and evaluate using specific values.</p> <p>A.RP.06.08 Understand that relationships between quantities can be suggested by graphs and tables.</p> <p>A.PA.06.09 Solve problems involving linear functions whose input values are integers; write the equation; graph the resulting ordered pairs of integers, e.g., given c chairs, the "leg function" is $4c$; if you have 5 chairs, how many legs?; if you have 12 legs, how many chairs?</p> <p>A.RP.06.10 Represent simple relationships between quantities using verbal descriptions, formulas or equations, tables, and graphs, e.g., perimeter-side relationships for a square, distance-time graphs, and conversions such as feet to inches.</p> <p>A.FO.06.11 Relate simple linear equations with integer coefficients, e.g., $3x = 8$ or $x + 5 = 10$, to particular contexts and solve.</p> <p>A.FO.06.12 Understand that adding or subtracting the same number to both sides of an equation creates a new equation that has the same solution.</p> <p>A.FO.06.13 Understand that multiply or dividing both sides of an equation by the same non-zero number creates a new equation that has the same solutions.</p> <p>A.FO.06.14 Solve equations of the form $ax + b = c$, e.g., $3x + 8 = 15$ by hand for positive integer coefficients less than 20, use calculators otherwise, and interpret the results.</p> <p>Number and Operations</p> <p>N.FL.06.02 Given an applied situation involving dividing fractions, write a mathematical statement to represent the situations.</p> <p>N.MR.06.03 Solve for the unknown in equations such as $\frac{1}{4} \div \square = 1$, $\frac{3}{4} \div \square = \frac{1}{4}$, and $\frac{1}{2} = 1 * \square$.</p> <p>N.MR.06.08 Understand integer subtraction as the inverse of integer addition. Understand integer division as the inverse of integer multiplication.</p> <p>Michigan Grade 7 (Algebra)</p> <p>A.PA.07.06 Calculate the slope from the graph of a linear function as the ratio of "<i>rise</i>" over "<i>run</i>" for a pair of points on the graph, and express the answer as a fraction and a decimal; understand that linear functions have slope that is a constant rate of change.</p>

NHA Mathematics Exemplar: Geometry

The student will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; and use visualization, spatial reasoning, and geometric modeling to solve problems.

Grade Six

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Classify angles, triangles, quadrilaterals, and polygons by their sides and angles (e.g., isosceles triangles, heptagon, regular polygon) Classify and draw three-dimensional figures (e.g., pyramids, cones, prisms) Define and use geometric vocabulary: vertex, face, altitude, diagonal, isosceles, equilateral, acute, obtuse, and other vocabulary as appropriate Explain the Pythagorean Theorem and use it to find the missing side of a right triangle Construct quadrilaterals and triangles from given information about them Identify and draw vertical, adjacent, complementary, and supplementary angles and describe these angle relationships Recognize and explain the relationship between the angles formed when: two lines intersect and when parallel lines are cut by a transversal Find the sum of the interior angles of regular convex polygons Examine and describe the relationship between corresponding angles and sides in congruent and similar polygons Use the properties of similar figures to find unknown lengths Identify figures that have reflection and rotation symmetry Draw the results of reflections, rotations, and translations on the coordinate plane, and relate to congruency Identify and graph ordered pairs in the four quadrants of the coordinate plane Construct two-dimensional patterns (nets) for three-dimensional objects, such as cubes and rectangular prisms 	<p>G.GS.06.01 Understand and apply basic properties of lines, angles, and triangles, including:</p> <ul style="list-style-type: none"> triangle inequality relationships of vertical angles, complementary angles, supplementary angles congruence of corresponding and alternate interior angles when parallel lines are cut by a transversals, and that such congruencies imply parallel lines locate interior and exterior angles of any triangle, and use the property that an exterior angle of a triangle is equal to the sum of the remote (opposite) interior angle know that the sum of the exterior angles of a convex polygon is 360°. <p>G.GS.06.02 Understand that for polygons, congruence means corresponding sides and angles have equal measures.</p> <p>G.TR.06.03 Understand the basic rigid motions in the plane (reflections, rotations, translations), relate these to congruence, and apply them to solve problems.</p> <p>Algebra</p> <p>A.RP.06.02 Plot ordered pairs of integers and use ordered pairs of integers to identify points in all four quadrants of the coordinate plane.</p> <p>Measurement</p> <p>M.PS.06.02 Draw patterns (of faces) for a cube and rectangular prism that, when cut, will cover the solid exactly (nets).</p> <p>Michigan Grade 5 (Geometry)</p> <p>G.GS.05.03 Identify and name angles on a straight line and vertical angles.</p> <p>G.GS.05.04 Find unknown angles in problems involving angles on a straight line, angles surrounding a point, and vertical angles.</p> <p>G.GS.05.05 Know that angles on a straight line add up to 180° and angles surrounding a point add up to 360°; justify informally by “surrounding” a point with angles.</p> <p>Michigan Grade 7 (Geometry)</p> <p>G.TR.07.03 Understand that in similar polygons, corresponding angles are congruent and the ratios of corresponding sides are equal; understand the concepts of similar figures and scale factor.</p> <p>Grade Level Content Expectations Taught at Another Grade Level</p> <p>G.SR.06.05 Use paper folding to perform basic geometric construction of perpendicular lines, midpoints of line segments and angles bisectors; justify informally. (NHA Grade 7)</p> <p>Grade Level Content Expectations Not Specifically Addressed</p> <p>G.TR.06.04 Understand and use simple composition of basic rigid transformations, e.g., a translation followed by a reflection.</p>

NHA Mathematics Exemplar: Measurement

The student will understand measurable attributes of objects and the units, systems, and processes of measurement. They will apply appropriate techniques, tools, and formulas to estimate and determine measurements.

Grade Six

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> • Add, subtract, multiply, and divide money in decimal notation • Examine the relationship between circumference and diameter of a circle and identify the ratio as the constant pi (π) • Calculate the perimeter and area for triangles, quadrilaterals, and polygons by measuring attributes and using formulas • Calculate the circumference and area of a circle by measuring attributes and using formulas • Calculate the perimeter and area of irregular figures • Calculate the volume of rectangular prisms, cylinders, pyramids, and cones by counting cubes and using formulas • Use two-dimensional patterns (nets) to calculate the surface area of rectangular prisms, cylinders, and pyramids • Define rate and solve problems involving rates, including speed and unit rates (e.g., if a car is going 50 mph, how far will it go in $3\frac{1}{2}$ hours?) • Demonstrate that two figures may have the same perimeter, but different areas, or that two figures may have the same area, but different perimeters • Describe what happens to the area and perimeter of a two-dimensional shape when the measurements of the shape are changed (e.g., length of sides are doubled) • Apply ratios and proportions to create and interpret scale drawings/models • Convert one unit of measurement to another within the same measurement system (e.g., feet to inches, grams to kilograms) • Describe the relationships among linear dimensions (perimeter and circumference), area, and volume and which is appropriate for given contexts (perimeter for fencing a garden) • Explain significant figures and how they relate to measurement. Round answers to an appropriate number of significant figures 	<p>M.UN.06.01 Convert between basic units of measurement within a single measurement system, e.g., square inches to square feet.</p> <p>M.TE.06.03 Compute the volume and surface area of cubes and rectangular prisms given the lengths of their sides, using formulas.</p> <p>Algebra</p> <p>A.PA.06.01 Solve applied problems involving rates, including speed, e.g., is a car is going 50 mph, how far will it go in $3\frac{1}{2}$ hours?</p> <p>Michigan Grade 8 (Geometry)</p> <p>G.SR.08.03 Understand the definition of a circle; know and use the formulas for circumference and area of a circle to solve problems.</p>

NHA Mathematics Exemplar: Data Analysis and Probability

The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predictions that are based on data. They will understand and apply basic concepts of probability.

Grade Six

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population Organize, display, and interpret data using tables, graphs (line, circle, and bar), histograms, line plots, and stem-and-leaf plots Construct and interpret box-and-whisker plots Construct and interpret scatter plots Compare representations of the same data in different types of graphs (bar graph and circle graph), and identify the graph that best represents the data Identify and explain misleading statistics and graphs Compute the mean, mode, median, and range for a set of data and explain which measure is most appropriate in a given context Make logical inferences from statistical data Make and justify predictions from graphs Record data in frequency tables and describe the frequency distribution of a set of data by general appearance or shape (e.g., number of modes, middle of data, level of symmetry) Represent probabilities as ratios, proportions, and decimals between 0 and 1, and percentages between 0 and 100 Explain the difference between independent and dependent events Determine and compare experimental and theoretical probabilities for independent and dependent events Use the Counting Principle to find the number of outcomes of two events Use permutations to find possible arrangements Use combinations to find possible arrangements Represent all possible outcomes for independent and dependent events in an organized way (e.g., tables, grids, tree diagrams) Use data to estimate the probability of future events (e.g., batting averages or number of accidents) 	<p>D.PR.06.01 Express probabilities as fractions, decimals, or percentages between 0 and 1; know that 0 probability means an event will not occur and that probability 1 means an event will occur.</p> <p>D.PR.06.02 Compute probabilities of events from simple experiments with equally likely outcomes, e.g., tossing dice, flipping coins, spinning spinners, by listing all possibilities and finding the fraction that meets given conditions.</p> <p>Michigan Grade 7 (Data and Probability)</p> <p>D.AN.07.03 Calculate and interpret relative frequencies and cumulative frequencies for given data sets.</p> <p>Michigan Grade 8 (Data and Probability)</p> <p>D.AN.08.01 Determine which measure of central tendency (mean, median, mode) best represents a data set, e.g., salaries, home prices, for answering certain questions; justify the choice made.</p> <p>D.AN.08.06 Understand the difference between independent and dependent events, and recognize common misconceptions involving probability, e.g., Alice rolls a 6 on a die three times in a row; show is just as likely to roll a 6 on the fourth roll as she was on any previous roll.</p>

NHA Mathematics Exemplar: Problem Solving

The student will apply the problem solving process by understanding problems choosing and employing strategies to solve problems, monitor and reflect on the process of mathematical problem solving, justify solutions, and extend the problems.

Grade Six

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> • Analyze problems individually or as a group by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns • Select and apply appropriate strategies to solve problems individually or as a group (e.g., modeling with pictures or manipulatives, breaking into simpler parts, solving a simpler problem, work backwards, trial and error) • Use valid counterexamples to solve problems • Represent problems and translate among verbal, written, algebraic and graphical forms • Demonstrate multiple ways to solve mathematical problems and describe advantages and disadvantages of each • Evaluate the efficiency of different representations and solution methods of a problem (e.g., working backwards vs. trial and error) • Make precise calculations and check the validity of the results in the context of the problem • Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy • Use estimation to verify the reasonableness of calculated results • Estimate unknown quantities graphically and solve for them by using logical reasoning, arithmetic, and algebraic techniques • Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work • Evaluate the reasonableness of the solution in the context of the original problem • Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems • Make and justify mathematical conjectures based on a general description of a mathematical question or problem 	



Curriculum Guide

Michigan

Grade Seven

GRADE SEVEN
English Language Arts Learning Objectives
Michigan Alignment

NATIONAL HERITAGE ACADEMIES CURRICULUM
MICHIGAN ALIGNMENT
English Language Arts

NHA EXEMPLARS	MICHIGAN GRADE-LEVEL CONTENT EXPECTATIONS
<p><i>READING</i> Concepts of Print, Word Recognition, Fluency and Vocabulary Development The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently Comprehension The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction Informational Text The student will apply a range of reading skills and strategies to read and comprehend informational text Literary Response and Analysis The student will apply a range of reading skills and strategies to read from a wide variety of literary genres and make text-to-text, text-to-self, and text-to- world connections</p> <p><i>WRITING</i> Writing Process The student will apply a variety of skills and strategies to plan, draft, revise, edit and publish written work Writing Applications The student will practice different types of writing to communicate ideas, concepts, emotions and descriptions to the reader Research The student will employ appropriate methods and resources to research and report on an inquiry topic</p> <p><i>LANGUAGE USAGE</i> Language Usage and Conventions The student will apply the conventions of grammar, spelling, punctuation, and capitalization in their own writing and conventions of grammar while speaking</p> <p><i>SPEAKING, LISTENING, AND VIEWING</i> Speaking The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing Listening and Viewing The student will apply critical listening and viewing skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information</p>	<p><i>READING</i> Word Recognition and Word Study <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Word Recognition • Vocabulary Fluency Narrative Text Informational Text Comprehension Metacognition Critical Standards Reading Attitude</p> <p><i>WRITING</i> Genre Process Personal Style Grammar and Usage Spelling Handwriting Writing Attitude</p> <p><i>SPEAKING</i> Conventions Discourse</p> <p><i>LISTENING AND VIEWING</i> Conventions Response</p>

NHA ELA Exemplar: Concepts of Print, Word Recognition, Fluency, and Vocabulary Development

The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently.

Grade Seven

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Seven
<ul style="list-style-type: none"> Recognize a large body of sight and frequently-used words automatically Use structural (roots, affixes), syntactic (grammar), and semantic (meaning) cues to recognize unfamiliar words in context (e.g., idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication) Use prefixes (e.g., in-, intra-, cent-, anti-), suffixes (e.g., -able, -ible), and word bases to determine meaning (including Greek, Latin, and Anglo-Saxon roots) Use context clues, definition, restatement, examples, comparing, and contrasting to verify the meaning of any word, phrase, or statement in text Identify synonyms, antonyms, and multiple-meaning words (homographs) Determine the connotation and denotation of words in context Analyze idioms, analogies, metaphors, and similes to infer literal and figurative meaning of phrases Use dictionaries, thesauruses, glossaries, and text features (e.g., footnotes, sidebars) to determine word meaning Recognize and use words from other languages that have been adopted in the English language (e.g., history {Greek}, fellow {Scandinavian}, sergeant {French}, chocolate {Spanish}, umbrella {Italian}, tattoo {German}, sugar {Arabic}, banana {African}, moccasin {Native American}) Use knowledge of symbols and acronyms to identify whole words (e.g., and {&}, number {#}, NASA, laser, DVD) Extend vocabulary through reading and explicit instruction, including words from math, science, and social studies areas Read 7th grade-level texts fluently, with appropriate pacing, voice, inflection, and intonation 	<p>R.WS.07.01 Explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p> <p>R.WS.07.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.</p> <p>R.WS.07.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p> <p>R.WS.07.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p> <p>R.WS.07.05 Acquire and apply strategies to identify unknown words and construct meaning.</p> <p>R.WS.07.06 Fluently read beginning grade-level text and increasingly demanding texts as the year proceeds</p> <p>R.WS.07.07 In context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.</p>

NHA ELA Exemplar: Comprehension

The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction.

Grade Seven

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Seven
<ul style="list-style-type: none"> Establish and adjust purposes for reading (e.g., for information, for understanding, to interpret, to enjoy, or to solve problems) Apply before, during and after reading comprehension strategies (e.g., activating prior knowledge, predicting, asking questions, visualizing, comparing/contrasting, recalling, summarizing, making connections, making inferences, and drawing conclusions) Monitor comprehension of text by adjusting to fit the purpose, or by skimming, scanning, reading on, looking back, or summarizing what has been read so far Take notes and/or use graphic organizers to aid in the comprehension of text (e.g., Venn diagrams, story maps, KWL charts, semantic maps, concept webs, etc.) Demonstrate comprehension of text by responding to literal, inferential, evaluative, and synthesizing questions Identify the author's purpose (e.g., to persuade, to inform, to entertain, to describe, or to evaluate) Recognize devices authors use to accomplish their purpose- language structure, word choice, persuasive techniques, and choice of genre Identify or infer the main idea of any paragraph or paragraphs Locate and interpret major and minor details in a text Order sequence of events in text Determine cause and effect in text Compare a summary to original text Reflect on what has been learned after reading and formulate ideas, opinions and personal responses to text Use established and personal criteria to analyze and evaluate the quality of ideas and information in text Read both student- and teacher-selected texts from a variety of genres , forms and authors; select appropriate texts from classroom, school, and public libraries 	<p>R.CM.07.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.CM.07.02 Retell through concise summarization grade-level narrative and informational text.</p> <p>R.CM.07.03 Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p> <p>R.CM.07.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p> <p>R.MT.07.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretative discussions.</p> <p>R.MT.07.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.</p> <p>R.CS.07.01 Analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p> <p>GLCEs Not Specifically Addressed</p> <p>R.AT.07.01 Be enthusiastic about reading and do substantial reading and writing on their own.</p>

NHA ELA Exemplar: Informational Text

The student will apply a range of reading skills and strategies to read and comprehend informational text.

Grade Seven

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Seven
<ul style="list-style-type: none"> Recognize characteristics of a variety of informational texts (e.g., textbooks, newspapers, instructional and technical manuals, persuasive essays, autobiography/biography, research reports, periodicals, editorials, journalistic writing, online resources, encyclopedia articles) Analyze, evaluate and use common textual features (e.g., chapter titles, headings, subheadings, index, appendix, table of contents {including organizational conventions such as Arabic and Roman numerals}, glossary, and bibliography) Analyze and evaluate common organizational features of informational text (sequential or chronological order, cause and effect, compare and contrast, problem/solution) Identify, interpret and use common graphic features (e.g., charts, tables, maps, diagrams, schedules, labels) Find similarities and differences in the treatment, scope and organization of informational texts Distinguish between fact and opinion Determine the cause and effect of an event or problem in text Summarize and paraphrase information Draw conclusions and make inferences based on explicit and implicit information Determine the main idea of text and identify supporting details Assess the clarity, validity, accuracy, and completeness of information; distinguish between relevant and irrelevant information Determine the author's purpose (e.g., persuasion, information, entertainment) and viewpoint/attitude Identify an author's argument or viewpoint and evaluate the accuracy and validity of the evidence used Recognize instances of bias and propaganda (e.g., emotionally-loaded words) Identify and analyze a Moral Focus theme in a text and relate it to personal and societal issues Follow instructions in informational or technical texts to perform specific tasks, answer questions, or solve problems. Use information from a variety of consumer, workplace, and public documents to explain a situation or decision or to solve a problem (e.g., product warranties, brochures, speeches, résumés) 	<p>R.IT.07.01 Analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.</p> <p>R.IT.07.02 Analyze organizational text patterns including sequential , compare/contrast and cause/effect</p> <p>R.IT.07.03 Explain how authors use writer's craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.</p> <p>GLCEs Not Specifically Addressed</p> <p>R.CM.07.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>

NHA ELA Exemplar: Literary Response and Analysis

The student will apply a range of reading skills and strategies to read from a wide variety of literary genres and make text-to-text, text-to-self, and text-to-world connections.

Grade Seven

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Seven
<ul style="list-style-type: none"> • Read and respond to literature from a wide range of genres, authors (including major U.S. and British), historical periods, cultures, and themes [See attached list of suggested titles and authors] • Identify and explain the defining characteristics of a variety of literary forms and genres (e.g., poetry, drama, myths, fantasy, mystery, fiction, science fiction, short story, novel, novella) • Identify poetic elements (repetition, rhythm, rhyming patterns, alliteration) • Identify the narrator's point of view (first person, third person omniscient, third person limited) and explain how voice affects the text • Identify character types (main, minor, protagonist, antagonist) • Compare and contrast the motives, actions, and reactions of characters in a story and across stories • Analyze characterization: by examining a character's thoughts, actions and words; by the description given by the narrator; and through the eyes of other characters • Identify complex elements of plot development: cause and effect; subplot; rising and falling action; climax; and the development of conflict and resolution • Analyze the influence of tone, mood, and setting • Identify and analyze central ideas and recurring themes (e.g., bravery, loyalty, friendship) within and across texts and relate them to personal and societal issues • Identify and analyze a Moral Focus theme in a text and relate it to personal and societal issues • Evaluate how an author uses literary devices and figurative language to convey moods, images, and meaning (e.g., rhythm, dialogue, symbolism, imagery, alliteration, rhyme, voice, tone, assonance, consonance, similes, metaphors, personification, flashback, foreshadowing, exaggeration, over and understatement, suspense, sensory words) • Evaluate the literary merit of a work of literature, and analyze how the author's heritage, traditions, attitudes, and beliefs are reflected by the work 	<p>R.NT.07.01 Identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.07.02 Analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.</p> <p>R.NT.07.03 Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p> <p>R.NT.07.04 Analyze author's craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p>

NHA ELA Exemplar: Writing Process

The student will apply a variety of skills and strategies to plan, draft, revise, edit, and publish written work.

Grade Seven

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Seven
<ul style="list-style-type: none"> Set a purpose (to entertain, to inform, to influence, or to describe a procedure), consider audience, and choose appropriate styles and structures (formal or informal language, genre, organization) when writing informational and narrative texts Apply prewriting strategies to plan and organize writing (e.g., brainstorming, note-taking, outlining, graphic organizers, writing models, background research) Generate, discuss, and record ideas for writing Construct a plan for narrative writing (e.g., story maps, roles of protagonist and antagonist, conflict) or a plan for informational writing (e.g., thesis statement, position statement, problem statement and solution) Create compositions with: an effective and engaging introduction; a body; explicit transitions; ideas grouped by paragraphs with a topic sentence and supporting details; and a conclusion that summarizes, extends or elaborates on important ideas and points Organize writing to effectively communicate ideas (e.g., chronological order, compare/contrast, cause and effect, story map, importance of ideas) Use conjunctive adverbs and phrases to create logical connections between sentences (e.g. therefore, however, also, anyway, consequently, furthermore, nevertheless, otherwise, etc.) Exhibit personal style and voice by using varied sentence structures (e.g., simple, compound, complex), specific word choice, tone, and descriptive language Review and revise writing for meaning, clarity, word choice, organization of ideas, consistent point of view, and to add or delete information Use resources and reference materials (e.g., dictionary, thesaurus) to choose more effective vocabulary Use quotations and paraphrases correctly to avoid plagiarism; cite resources in footnotes or a bibliography, as appropriate Edit own writing and the writing of others to improve conventions (e.g., grammar, spelling, punctuation, sentence fragments or run-ons, capitalization) using a checklist or set of rules and other reference materials, both individually and in groups Evaluate the quality of writing using tools (e.g., rubric, checklist, feedback) Publish a final draft that is legible, error-free, and follows the appropriate format, using technology when available (e.g., word processing, simple publishing programs) Maintain a portfolio that includes informational, literary, interpretive, responsive, and informal writing 	<p>W.PR.07.01 Set a purpose, consider audience, and replicate author's styles and patterns when writing a narrative or informational piece</p> <p>W.PR.07.02 Apply a variety of pre-writing strategies for both narrative (e.g. graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g. position statement/supporting evidence, problem statement/solution, or compare/contrast).</p> <p>W.PR.07.03 Revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent</p> <p>W.PR.07.04 Draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.</p> <p>W.PR.07.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups</p> <p>W.PS.07.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g. personification, humor, element of surprise) and informational writing (e.g. emotional appeal, strong opinion, credible support).</p> <p>R.CS.07.01 Analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p>

NHA ELA Exemplar: Writing Applications

The student will practice different types of writing to communicate ideas, concepts, emotions, and descriptions to the reader.

Grade Seven

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Seven
<ul style="list-style-type: none"> • Write for different purposes and audiences, choosing the most appropriate genre or format, and follow the style, patterns, and conventions of the format (e.g., haiku poetry, sonnet, thank-you note, technical instructions, persuasive essay, etc.) • Write personal narratives (autobiographical) that: tell about an incident, event or situation; use descriptive details; establish a point of view or attitude; describe the personal importance of the incident; and present details in a logical manner • Write biographical sketches that illustrate the subject's character using narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison and contrast to other people), and show the significance of the subject to the writer or reader • Write narratives that establish a situation, plot, point of view, setting, conflict and resolution, and complex characters and use a range of strategies to engage the reader (e.g., mood, tone, dialogue, dialect, rising and falling action, climax, tension, suspense, movement, gestures, expressions, sensory language) • Write responses to literature that: demonstrate understanding of the literary work; identify and describe characters and their motivations; explain the importance of setting; present interpretative, evaluative, and analytic judgments; make references to the original text or to other works to illustrate points; anticipate and answer a reader's questions; and connect to personal knowledge • Write expository compositions (informational) that: state a thesis or purpose; present information that reflects knowledge about the topic; use evidence from primary or secondary sources; organize and present information in a logical manner including an introduction and conclusion; and use common expository structures (compare/contrast, problem/solution) and text features (charts, illustrations, graphs) • Write narrative (personal or literary), expository, or persuasive compositions that incorporate a Moral Focus theme, following all the conventions of the selected format • Write summaries (e.g., book review, literary response journal, learning log) of texts read that: include the main idea and most significant details; use the student's own words except when using quotations; and reflect underlying meaning, not just superficial details • Write persuasive compositions with: a well-defined thesis; consistent point of view, detailed evidence to support argument (facts, examples, anecdotes, and reasoning); answers to reader's concerns and counterarguments; effective word choice; summarizing conclusion; and an appropriate citation of sources • Write technical documents that identify a sequence of activities, include all the factors and variables to be considered (list of materials needed, time, anticipated problems or misunderstandings) and use appropriate formatting techniques (headings, changing fonts, use of white space, graphics) • Apply appropriate strategies, formats, and conventions to write a variety of personal and business correspondence (e.g., business letters, memos, letters of request or response, email, letters to the editor, journals, notes, invitations), using formal or informal style as determined by purpose 	<p>W.GN.07.01 Write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g. internal and/or external conflicts, antagonists/protagonists, personification).</p> <p>W.GN.07.02 Write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g. position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.</p> <p>W.GN.07.03 Formulate research questions using multiple resources, perspectives, and arguments/counterarguments to develop a thesis statement that culminates in a final presented project using the writing process</p>

NHA ELA Exemplar: Research

The student will employ appropriate methods and resources to research and report on an inquiry topic.

Grade Seven

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Seven
<ul style="list-style-type: none"> • Create written and multimedia reports on a research topic, using multiple sources • Formulate research questions and define topic • Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys • Organize information and ideas from multiple sources in systematic ways (e.g., timeline, notes, outlines, graphic organizers) • Evaluate the credibility, reliability, accuracy and limitations of resources • Maintain an appropriate balance between researched information and original ideas • Paraphrase and summarize from significant reference sources • Support ideas with facts, examples, definitions, analogies, and direct references to primary and secondary sources • Cite sources in notes and bibliography, using a specified format (e.g., MLA, APA) • Use maps, charts, graphs or other graphics to enhance presentation of report • Write a research paper about a notable person of history or science, making connections to one or more of the Moral Focus themes (See Science and Social Studies Objectives for list) 	<p>W.GN.07.02 Write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g. position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.</p> <p>W.GN.07.03 Formulate research questions using multiple resources, perspectives, and arguments/counterarguments to develop a thesis statement that culminates in a final presented project using the writing process</p>

NHA ELA Exemplar: Language Usage and Conventions

The student will apply the conventions of grammar, spelling, punctuation, and capitalization in their own writing and conventions of grammar while speaking.

Grade Seven

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Seven
<ul style="list-style-type: none"> • Use correct English language conventions and usage in writing and in speech • Spell correctly: high-frequency and commonly misspelled words; grade-level appropriate words; foreign, medical or scientific origin (derivatives) words; commonly confused words (e.g., then/than, except/accept); regular and irregular plurals; prefixes, suffixes and base words; using common spelling rules (e.g., <i>ie</i> vs. <i>ei</i>, plurals ending in <i>f</i>) • Draw on a variety of resources to find the correct spelling of new, unfamiliar or difficult words (e.g., dictionaries, glossaries, thesauruses, spell check) • Use correct punctuation including: commas (e.g., in a series, to separate clauses, to enclose explanatory words or phrases, in direct quotations); colons; semicolons; quotation marks (single and double), dashes; brackets; apostrophes; parentheses; hyphens; end marks) • Identify proper text conventions for titles of various works: italics or underlining for titles of books and magazines; quotation marks for the titles of poems, short stories, songs, and chapters • Use correct capitalization conventions including: first word of a sentence; titles; proper nouns (east vs. East); organizations, groups or companies; schools and institutions; departments of government; works of art; nationalities and languages • Identify and use correctly and consistently parts of speech including nouns (including proper and abstract), pronouns (identify the antecedents, use consistent agreement), verbs, adverbs and adjectives (comparative/superlative), conjunctions, prepositions, and interjections • Use subject-verb agreement (including collective nouns, indefinite pronouns, compound subjects, prepositional phrases) and verb tense (regular and irregular) correctly and consistently • Identify and use different types of clauses and phrases, including prepositional phrases, participial phrases, independent and dependent clauses, appositives • Identify and use infinitives and participles • Write legibly with print or cursive writing 	<p>W.GR.07.01 In the context of writing, correctly use style conventions (e.g. Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.</p> <p>W.SP.07.01 In the context of writing, correctly spell the derivatives of bases and affixes</p> <p>W.HW.07.01 Write neat and legible compositions</p> <p>GLCEs Not Specifically Addressed</p> <p>W.AT.07.01 Be enthusiastic about writing and learning to write</p>

NHA ELA Exemplar: Speaking

The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing.

Grade Seven

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Seven
<ul style="list-style-type: none"> • Apply correct English language conventions and usage in speech • Employ verbal and non-verbal techniques for oral presentations that are appropriate for the topic, audience and purpose (e.g., inflection, modulation of voice, tempo, word choice [precise language, sensory details, colorful modifiers, specialized words], feeling, expression, tone, volume, enunciation, physical gestures, body movement, eye contact, posture) • Participate and contribute (e.g., give opinion, add or clarify information, give constructive feedback, respond to questions) in small and large group discussions (whole-class seminars, literature circles, work groups, panel discussions, mock trials) for a variety of purposes, assuming different roles (e.g., active listener, discussion leader, facilitator) • Ask and respond to questions to seek elaboration or clarification of ideas • Give oral directions or instructions to perform tasks, answer questions or solve problems • Create and deliver oral presentations for a variety of purposes to the class (e.g., use notes and outlines; use an organizational pattern that includes a preview, an introduction, a body, transitions, and a conclusion; use a clear point of view; use evidence and/or arguments to support opinions; use visual media) • Modify oral presentations based on verbal and non-verbal feedback from the audience (e.g., pacing, tone of voice, details, rearranging words or sentences) • Deliver persuasive presentations that: establish a clear position; support argument with detailed evidence; address counterarguments; use persuasive language; and consistently use common organizational structures (e.g., cause-effect, compare-contrast) • Deliver informational presentations that: demonstrate an understanding of the topic; present ideas in a logical sequence; include details, examples, quotations, statistics, stories, and anecdotes; use precise language; anticipate listeners' questions; include an effective introduction and conclusion consistent with the organizational pattern; use and identifies multiple sources (e.g., books, newspapers, magazines, encyclopedias, web sites) and research methods (e.g., card catalog, Internet searches, Reader's Guide to Periodicals); and use appropriate visual materials • Deliver narrative presentations(story) that: establish a context and standard plot line (e.g., beginning, conflict, rising action, climax, and resolution); describe major and minor characters and setting; maintain a consistent point of view; use strategies to engage audience (e.g., dialogue, suspense, movement, expression, gestures); and follow the structures and language of the genre • Deliver oral summaries of articles and books that: include the main ideas and most important details; state ideas in own words, except when quoting directly from sources; and demonstrate a complete understanding of the reading • Read and recite poems (two or more stanzas), dramatic narratives, and soliloquies using clear diction, timing, volume, phrasing, and expression 	<p>S.CN.07.01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting</p> <p>S.CN.07.02 Speak effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations</p> <p>S.CN.07.03 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p> <p>S.DS.07.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p>S.DS.07.02 Respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.</p> <p>S.DS.07.03 Discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions).</p> <p>S.DS.07.04 Plan and deliver a focused, coherent informational presentation using an informational text pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation's focus and the backgrounds and interests of the audience.</p>

NHA ELA Exemplar: Listening and Viewing

The student will apply critical listening and viewing skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information.

Grade Seven

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Seven
<ul style="list-style-type: none"> • Demonstrate active listening skills (e.g., evaluating speaker's viewpoint, encouraging speaker with verbal and non-verbal feedback, monitoring comprehension of what is being heard, listening to message without interrupting, responding to questions and directions, picking out important information) • Take notes during oral presentations, lectures, and/or whole class instruction • Recognize the way in which language differs across a variety of social situations (e.g., formal and informal speeches, use of slang among peers) • Analyze oral interpretations of literature, including language choice and delivery, and the affect of the interpretation on the listener • Evaluate the qualities of a speaker (e.g., voice quality, enunciation, delivery) and how speaker quality impacts the message • Paraphrase a speaker's main ideas, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation • Analyze the techniques speakers use to communicate a message (e.g., persuasive techniques, effect of word choice, use of slanted or biased material, making an emotional appeal) • Evaluate the credibility of a speaker by determining the speaker's point of view and bias • Identify the different purposes of various media (e.g., to provide entertainment or information, to persuade, to transmit culture, to focus attention on an issue) • Evaluate the persuasive techniques used in presentations and media (e.g., bandwagon, glittering generalities, emotional word repetition, bait and switch, testimonial) • Identify the various genres of different visual media (e.g., in television: sitcoms, talk shows, news broadcasts, interviews, children's programs; in film: westerns, horror, comedies, dramas) • Recognize elements that recur across media (e.g., common features found in print and broadcast advertising; the layout of magazines and newspapers) • Recognize the use of stereotypes and biases in visual media • Explain how language choice, symbols, images, sound, special techniques, and other conventions are used in visual media to convey messages • Interpret how the type of media affects the coverage of events or issues (e.g., how same event is covered by radio, television, and newspaper; how each medium shapes a point of view; how the limitations and advantages of medium affect coverage) • Explain what factors influence media messages and images (e.g., historical events, place in which they were made, laws that govern mass media, target audience, financial sponsorship, cause and effect between media and public opinion) 	<p>L.CN.07.01 Distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations</p> <p>L.CN.07.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations</p> <p>L.RP.07.01 Listen to or view knowledgeably a variety of genre to identify, state, and react to a speaker's point of view and bias.</p> <p>L.RP.07.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit/.</p> <p>L.RP.07.03 Identify a speaker's attitude toward a subject expressed through tone, mood, emotional cues, and depth of content</p> <p>L.RP.07.04 Ask probing questions of speakers, focusing on claims and conclusions presented</p> <p>L.RP.07.05 Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.</p> <p>L.RP.07.06 Evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not.</p> <p>L.RP.07.07 Identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.</p>

GRADE SEVEN
Mathematics Learning Objectives
Michigan Alignment

NATIONAL HERITAGE ACADEMIES CURRICULUM

MICHIGAN ALIGNMENT

MATHEMATICS

NHA EXEMPLARS	MICHIGAN GRADE LEVEL CONTENT EXPECTATIONS
<p>Number Sense and Operations The student will build a deep understanding of the representation, models, and connections between real numbers. They will understand the properties and characteristics of real numbers and their application to computation. The student will become fluent in arithmetic computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations with mathematical algorithms.</p> <p>Algebra and Functions The student will understand and use variables and algebraic expressions. The students will solve equations and functions, represent solutions on the coordinate plane, and describe the characteristics of the graphs. They will write and use formulas to solve problems and describe patterns.</p> <p>Geometry The student will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; and use visualization, spatial reasoning, and geometric modeling to solve problems.</p> <p>Measurement The student will understand measurable attributes of objects and the units, systems, and processes of measurement. They will apply appropriate techniques, tools, and formulas to estimate and determine measurements.</p> <p>Data Analysis and Probability The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predications that are based on data. The student will understand and apply basic concepts of probability.</p> <p>Problem Solving The student will apply the problem solving process by understanding problems, choosing and employing strategies to solve problems, monitor and reflect on the process of mathematical problem solving, justify solutions, and extend the problems.</p>	<p>Patterns, Relationships, and Functions Patterns, relationships and functions comprise one of the most important themes in the study of mathematics. Mathematical thinking begins with the recognition of similarities among objects or events, proceeds to generalization and abstraction, and culminates in the ability to understand, explain and make predictions. Contexts that exhibit structure and regularity provide rich opportunities for describing the physical world, studying mathematics and solving problems.</p> <p>Geometry and Measurement We live in a three-dimensional world. In order to interpret and make sense of that world, students need both analytical and spatial abilities. Geometry and measurement, which involve notions of shape, size, position, and dimension, are used extensively to describe and understand the world around us.</p> <p>Data Analysis and Statistics We live in a sea of information. In order not to drown in the data that inundate our lives every day, we must be able to process and transform data into useful knowledge. The ability to interpret data and to make predictions and decisions based on data is an essential basic skill for every individual.</p> <p>Number Sense and Numeration Number sense is to mathematics what vocabulary is to language. Students must learn to quantify and measure, concretely at first and increasingly more abstractly as they mature. They also must develop an understanding of numeration systems and of the structure of such systems. They must learn to estimate mathematical quantities and to represent and communicate mathematical ideas in the language of mathematics.</p> <p>Numerical and Algebraic Operations and Analytical Thinking The ability to represent quantitative situations with algebraic symbolism, numerical operations and algebraic thinking is essential to solving problems in significant contexts and applications. The concepts of number and variable and their symbolic representation and manipulation are central to the understanding of arithmetic and its generalization in algebra. The contemporary applications of mathematics in virtually every field of work and study rely on algebraic and analytic thinking and communication as fundamental tools.</p> <p>Probability and Discrete Mathematics Contemporary uses of mathematics demand that students learn to deal with uncertainty, to make informed decisions based on evidence and expectations, to exercise critical judgment about conclusions drawn from data, and to apply mathematical models to real-world phenomena. The technological world in which we live also depends upon information and the communication of information and upon applications of systems with separate (discrete) entities. Topics of discrete mathematics such as counting and permutation problems, matrix operations, vertex-edge networks, and relationships among finite sets have significant real-world applications that students will encounter in diverse fields of work and study.</p>

NHA Mathematics Exemplar: Number Sense and Operations

The student will build a deep understanding of the representation, models, and connections between real numbers. They will understand the properties and characteristics of real numbers and their application to computation. The student will become fluent in arithmetic computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations with mathematical algorithms.

Grade Seven

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Define a rational number and explain why a number is referred to as being rational Read, write, compare, and plot rational numbers Read, write, and compare numbers written in scientific notation (positive and negative exponents) Find the prime factorization of whole numbers and express in exponential form Convert between fractions, decimals, and percents Apply algebraic order of operations to evaluate expressions Apply the properties of real numbers: Identity, Inverse, Zero, Commutative, Associative, and Distributive Apply the inverse relationship between raising to a power and extracting the root Add, subtract, multiply, and divide rational numbers Describe the meaning and evaluate positive, negative, and zero exponents Explain the connection between square roots and the area of a square Calculate and estimate the square root of whole numbers (e.g., $\sqrt{17}$ is between 4 and 5) Model and apply the multiplication and division properties of exponents Evaluate expressions containing absolute values Calculate and estimate the percent increase and decrease of a quantity Solve problems involving percents (e.g., simple and compound interest, commission, discounts, tips) Compute percentage increase and decrease in both sum and product form Use proportions to solve problems (e.g., percent, similarity, scale drawings, dilation, indirect measurement) Describe the difference between proportion, ratio, and rate Use estimation to decide whether answers are reasonable Use mental arithmetic to compute with simple fractions, decimals, and powers Use technology, including calculators, to graph data and functions, and to perform computations 	<p>N.FL.07.05 Solve proportion problems using such methods as unit rate, scaling, finding, equivalent fractions, and solving the proportion equation $\frac{a}{b} = \frac{c}{d}$; know how to see patterns about proportional situations in tables.</p> <p>N.MR.07.06 Understand the concept of square root and cube root, and estimate using calculators.</p> <p>N.FL.07.07 Solve problems involving operations with integers.</p> <p>N.FL.07.08 Add, subtract, multiply, and divide positive and negative rational numbers fluently.</p> <p>N.FL.07.09 Estimate results of computations with rational numbers.</p> <p>Algebra</p> <p>A.PA.07.11 Understand and use basic properties of real numbers: additive and multiplicative identities, additive and multiplicative inverses, commutativity, associativity, and the distributive property of multiplication over addition.</p> <p>Michigan Grade 6 (Number and Operations)</p> <p>N.ME.06.18 Understand that rational numbers are quotients of integers (non zero denominators), e.g., a rational number is either a fraction or a negative fraction.</p> <p>Michigan Grade 8 (Number and Operations)</p> <p>N.ME.08.01 Understand the meaning of a square root of a number and its connection to the square whose area is the number; understand the meaning of a cube root and its connection to the volume of a cube.</p> <p>N.ME.08.02 Understand meanings for zero and negative integer exponents.</p> <p>N.ME.08.03 Understand that in decimal form, rational numbers either terminate or eventually repeat, and that calculators truncate or round repeating decimals; locate rational numbers on the number line; know fraction forms of common repeating decimals, e.g., $0.1 = \frac{1}{9}$; $0.3 = \frac{1}{3}$.</p> <p>Grade Level Content Expectations Taught at Another Grade Level</p> <p>N.MR.07.02 Solve problems involving derived quantities such as density, velocity, and weighted averages. (NHA Grade 8)</p>

NHA Mathematics Exemplar: Algebra and Functions

The student will understand and use variables and algebraic expressions. The student will solve equations and functions, represent solutions on the coordinate plane, and describe the characteristics of graphs. They will write and use formulas to solve problems and describe patterns.

Grade Seven

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Use algebraic terminology, such as variable, equation, term, coefficient, inequality, expression, constant, domain, range, and degree Evaluate and simplify algebraic expressions Classify polynomials by degree and number of terms; express in standard form Model and compute addition and subtraction of polynomials (e.g., $(7x^2 + 2x + 8) - (4x^2 - 2x + 5)$, $(x + 6) + (3x^2 - 2x + 7)$) Model and compute multiplication of polynomials by monomials (e.g., $3x^3(7x^5y^2)$, $-6x^4(5x - 9y)$) Model and compute multiplication of binomials by binomials (e.g., $(3x + 2)(x - 6)$) Write and solve linear equations in one variable, interpret the solution, and verify the reasonableness of the results Find and interpret the x and/or y intercepts of a linear equation Find and interpret the slope of a linear equation Write and graph linear equations in slope-intercept form ($y = mx + b$) Represent linear equations using function notation ($f(x) = mx + b$) Write and solve linear inequalities in one variable, interpret and graph the solution(s), and verify the reasonableness of the results Identify and graph quadratic functions Determine the minimum value, maximum value and number of solutions from the graph of a quadratic function Graph and solve absolute value equations Identify functions and relations as linear or nonlinear and examine their characteristics in tables, graphs, and equations Develop fluency in the use of formulas in problem-solving situations Solve an equation or formula with two or more variables for a particular variable Represent, analyze, and extend patterns and functions using verbal descriptions, tables, graphs, and simple variable expressions Describe the difference between arithmetic and geometric sequences and create examples of each Represent linear functions using verbal descriptions, tables, equations, and graphs, and translate among these representations (e.g., write equations for verbal descriptions) 	<p>A.PA.07.01 Recognize when information given in a table, graph, or formula suggests a directly proportional or linear relationships.</p> <p>A.RP.07.02 Represent directly proportional and linear relationships using verbal descriptions, table, graphs, and formulas, and translate among these representations.</p> <p>A.PA.07.03 Given a directly proportional or other linear situation, graph and interpret the slope and intercept(s) in terms of the original situation; evaluate $y = mx + b$ for specific x values, e.g., weight vs. volume of water, base cost plus cost per unit.</p> <p>A.PA.07.04 For directly proportional or linear situations, solve applied problems using graphs and equations, e.g., the heights and volume of a container with uniform cross-section; height of water in a tank being filled at a constant rate; degrees Celsius and degrees Fahrenheit; distance and time under constant speed.</p> <p>A.PA.07.05 Recognize and use directly proportional relationships of the form $y = mx$, and distinguish from linear relationships of the form $y = mx + b$, b non-zero; understand that in a directly proportional relationship between two quantities on quantity is a constant multiple of the other quantity.</p> <p>A.PA.07.07 Represent linear functions in the form $y = x + b$, $y = mx$, $y = mx + b$, and graph, interpreting slope and y-intercept.</p> <p>A.FO.07.08 Find and interpret the x and/or y intercepts of a linear equation or function. Know that the solution to a linear equation of the form $ax + b = 0$ corresponds to the point at which the graph of $y = ax + b$ crosses the x axis.</p> <p>A.PA.07.09 Recognize inversely proportional relationships in contextual situation; know that quantities are inversely proportional if their product is constant, e.g., the length and width of a rectangle with fixed area, and that an inversely proportional relationship is of the form $u = \frac{k}{x}$ where k is some non-zero number.</p> <p>A.FO.07.12 Add, subtract, and multiply simple algebraic expressions of the first degree, e.g., $(92x + 8y) - 5x$, or $x(x + 2)$ and justify using properties of real numbers.</p> <p>A.FO.07.13 From applied situations, generate and solve linear equations of the form $ax + b = c$ and $ax + b = cx + d$, and interpret solutions.</p> <p>Grade Level Content Expectations Taught at Another Grade Level</p> <p>A.PA.07.06 Calculate the slope from the graph of a linear function as the ratio of “$\frac{\text{rise}}{\text{run}}$” for a pair of points on the graph, and express the answer as a fraction and a decimal; understand that linear functions have slope that is a constant rate of change. (NHA Grade 6)</p> <p>A.RP.07.10 Know that the graph of $y = \frac{k}{x}$ is not a line, know its shape, and know that it crosses neither the x nor the y-axis. (NHA Grade 8)</p>

NHA Mathematics Exemplar: Geometry

The student will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; and use visualization, spatial reasoning, and geometric modeling to solve problems.

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NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Classify triangles, quadrilaterals, and polygons by their sides and angles (e.g., equilateral triangles, right, triangles, squares, parallelograms, regular polygon, concave, convex) Use the Pythagorean Theorem to find the missing side of a right triangle and the lengths of other line segments Explain at least one proof of the Pythagorean Theorem Identify and construct basic elements of geometric figures (e.g., altitudes, midpoints, diagonals, angle bisectors, perpendicular bisectors, central angles, radii, and diameters and chords of circles), by using a compass and straightedge. Describe and justify the constructions Find the sum of the interior and exterior angles of regular convex polygons Use the properties of complementary, supplementary, vertical, and adjacent angles, and the sum of interior angles to solve problems involving an unknown angle. Justify solutions Define the properties of dilation, and relate to similar polygons Draw the results of reflections, rotations, and translations in the coordinate plane Identify the components of the coordinate plane (x- and y-axis, quadrants, origin) and graph ordered pairs and lines Apply the Distance and Midpoint Formulas to find the distance between two points and the midpoint of line segments on the coordinate plane Represent and analyze shapes using coordinate geometry (e.g., given three vertices and the type of quadrilateral, find the coordinates of the fourth vertex) Identify, describe, and draw representations of three-dimensional geometric objects from different views (top, side, front, corner, nets) 	<div data-bbox="1094 380 2007 516"> <p>G.SR.07.01 Use a ruler and other tools to draw squares, rectangles, triangles, and parallelograms with specified dimensions.</p> <p>G.SR.07.02 Use compass and straightedge to perform basic geometric constructions: the perpendicular bisector of a segment, and equilateral triangle, and the bisector of an angle; understand informal justifications.</p> </div> <div data-bbox="1087 542 1423 574"> <p>Michigan Grade 6 (Geometry)</p> </div> <div data-bbox="1094 574 2007 626"> <p>G.SR.06.05 Use paper folding to perform basic geometric construction of perpendicular lines, midpoints of line segments and angles bisectors; justify informally.</p> </div> <div data-bbox="1087 652 1423 685"> <p>Michigan Grade 8 (Geometry)</p> </div> <div data-bbox="1094 685 2007 841"> <p>G.GS.08.01 Understand at least one proof of the Pythagorean Theorem; use the Pythagorean Theorem and its converse to solve applied problems including perimeter, area, and volume problems.</p> <p>G.GS.08.02 Find the distance between two points on the coordinate plane using the distance formulas; recognize that the distance formula is an application of the Pythagorean Theorem.</p> </div> <div data-bbox="1087 867 1831 899"> <p>Grade Level Content Expectations Taught at Another Grade Level</p> </div> <div data-bbox="1094 899 2007 951"> <p>G.TR.07.06 Understand and use the fact that when two triangles are similar with scale factor of r, their areas are related by a factor of r^2. (NHA Grade 8)</p> </div> <div data-bbox="1087 977 1780 1010"> <p>Grade Level Content Expectations Not Specifically Addressed</p> </div> <div data-bbox="1094 1010 2007 1146"> <p>G.TR.07.05 Show that two triangles are similar using the criteria: corresponding angles are congruent (AAA similarity); the ratios of two pairs of corresponding sides are equal and the included angles are congruent (SAS similarity); ratios of all pairs of corresponding sides are equal (SSS similarity); use these criteria to solve problems and to justify arguments.</p> </div>

NHA Mathematics Exemplar: Measurement

The student will understand measurable attributes of objects and the units, systems, and processes of measurement. They will apply appropriate techniques, tools, and formulas to estimate and determine measurements.

Grade Seven

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> • Use formulas to calculate the perimeter/circumference and area of two-dimensional shapes (regular or irregular) • Use formulas to calculate the volume and surface area of basic three-dimensional shapes, including cylinders, prisms, pyramids, cones, and spheres • Calculate and compare unit prices and unit rates using proportions and ratios • Demonstrate that two figures may have the same volume, but different surface areas, or that two figures may have the same surface area, but different volumes • Describe what happens to the surface area and volume of a three-dimensional object when the measurements of the object are changed (e.g., length of sides are doubled) • Describe and apply the relationship between scale factor and similar figures • Read and create drawings made to scale and solve problems related to scale • Use equations and proportions to convert units from one measurement system to another (e.g., Fahrenheit to Celsius) • Select and use appropriate estimation techniques (e.g., overestimate, underestimate, range of estimates) to solve real-world problems • Define precision and use appropriate levels of precision when calculating with measurements 	<p>Number and Operations</p> <p>N.FL.07.03 Calculate rates of change including speed.</p> <p>N.MR.07.04 Convert ratio quantities between different systems of units, such as feet per second to miles per hour.</p> <p>Geometry</p> <p>G.TR.07.03 Understand that in similar polygons, corresponding angles are congruent and the ratios of corresponding sides are equal; understand the concepts of similar figures and scale factor.</p> <p>G.SR.07.04 Solve problems about similar figures and scale drawings.</p> <p>Michigan Grade 8 (Geometry)</p> <p>G.SR.08.06 Know the volume formulas for generalized cylinders ((area of base) x height), generalized cones and pyramids ($\frac{1}{3}$ (area of base) x height), and spheres ($\frac{4}{3} \pi(\text{radius})^3$) and apply them to solve problems.</p> <p>G.SR.08.07 Understand the concept of surface area, and find the surface area of prisms, cones, spheres, pyramids, and cylinders.</p> <p>G.TR.08.09 Understand the definition of a dilation from a point in the plane, and relate it to the definition of similar polygons.</p>

NHA Mathematics Exemplar: Data Analysis and Probability

The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predictions that are based on data. They will understand and apply basic concepts of probability.

Grade Seven

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Determine how sample selection can influence results Organize, display, and interpret data using tables, graphs (line, circle, bar, and histogram), and plots (stem-and-leaf, box-and-whisker and scatter) Determine how decisions about graphing affect the graphical representation (e.g., scale, size of classes in a histogram) Identify and explain misleading statistics and graphs Explain and compute the minimum, lower quartile, median, upper quartile and maximum of a set of data Identify outliers and determine their effect on the mean, median, mode and range of a set of data Make and justify predictions from statistical data and graphs Express probabilities as odds in favor of or odds against an event occurring Determine and compare experimental and theoretical probabilities for simple, independent, and dependent events Use permutations and combinations to find possible arrangements Make predictions based on theoretical probabilities, design and conduct an experiment to test the predictions, compare actual results to predicted results, and explain differences 	<div data-bbox="1094 407 2007 548"> <p>D.RE.07.01 Represent and interpret data using circle graphs, stem and leaf plots, histograms, and box-and-whisker plots, and select appropriate representation to address specific questions.</p> <p>D.AN.07.04 Find and interpret the median, quartile, and Interquartile range of a given set of data.</p> </div> <div data-bbox="1087 570 1549 602"> <p>Michigan Grade 8 (Data and Probability)</p> </div> <div data-bbox="1094 602 1898 656"> <p>D.AN.08.02 Recognize practices of collecting and displaying data that may bias the presentation or analysis.</p> </div> <div data-bbox="1087 683 1831 716"> <p>Grade Level Content Expectations Taught at Another Grade Level</p> </div> <div data-bbox="1094 716 2007 824"> <p>D.AN.07.02 Create and interpret scatter plots and find line of best fit; use an estimated line of best fit to answer questions about the data. (NHA Grade 8)</p> <p>D.AN.07.03 Calculate and interpret relative frequencies and cumulative frequencies for given data sets. (NHA Grade 6)</p> </div>

NHA Mathematics Exemplar: Problem Solving

The student will apply the problem solving process by understanding problems choosing and employing strategies to solve problems, monitor and reflect on the process of mathematical problem solving, justify solutions, and extend the problems.

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NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> • Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns • Select and apply appropriate strategies to solve problems individually or as a group (e.g., modeling with pictures or manipulatives, breaking into simpler parts, solving a simpler problem, work backwards, trial and error, counterexamples) • Use proportions to model problems • Demonstrate multiple ways to solve mathematical problems and describe advantages and disadvantages of each • Evaluate the efficiency of different representations and solution methods of a problem (e.g., trial and error vs. picture) • Make precise calculations and check the validity of the results in the context of the problem • Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy • Use estimation to verify the reasonableness of calculated results • Estimate unknown quantities graphically and solve for them by using logical reasoning, arithmetic, and algebraic techniques • Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work • Evaluate the reasonableness of the solution in the context of the original problem • Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems • Construct appropriate extensions to problem situations • Make and justify mathematical conjectures based on a general description of a mathematical question or problem • Make and test conjectures by using inductive and deductive reasoning 	



Curriculum Guide

Michigan

Grade Eight

GRADE EIGHT
English Language Arts Learning Objectives
Michigan Alignment

NATIONAL HERITAGE ACADEMIES CURRICULUM
MICHIGAN ALIGNMENT
English Language Arts

NHA EXEMPLARS	MICHIGAN GRADE-LEVEL CONTENT EXPECTATIONS
<p><i>READING</i> Concepts of Print, Word Recognition, Fluency and Vocabulary Development The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently Comprehension The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction Informational Text The student will apply a range of reading skills and strategies to read and comprehend informational text Literary Response and Analysis The student will apply a range of reading skills and strategies to read from a wide variety of literary genres and make text-to-text, text-to-self, and text-to- world connections</p> <p><i>WRITING</i> Writing Process The student will apply a variety of skills and strategies to plan, draft, revise, edit and publish written work Writing Applications The student will practice different types of writing to communicate ideas, concepts, emotions and descriptions to the reader Research The student will employ appropriate methods and resources to research and report on an inquiry topic</p> <p><i>LANGUAGE USAGE</i> Language Usage and Conventions The student will apply the conventions of grammar, spelling, punctuation, and capitalization in their own writing and conventions of grammar while speaking</p> <p><i>SPEAKING, LISTENING, AND VIEWING</i> Speaking The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing Listening and Viewing The student will apply critical listening and viewing skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information</p>	<p><i>READING</i> Word Recognition and Word Study <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Word Recognition • Vocabulary Fluency Narrative Text Informational Text Comprehension Metacognition Critical Standards Reading Attitude</p> <p><i>WRITING</i> Genre Process Personal Style Grammar and Usage Spelling Handwriting Writing Attitude</p> <p><i>SPEAKING</i> Conventions Discourse</p> <p><i>LISTENING AND VIEWING</i> Conventions Response</p>

NHA ELA Exemplar: Concepts of Print, Word Recognition, Fluency, and Vocabulary Development

The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently.

Grade Eight

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Eight
<ul style="list-style-type: none"> Recognize frequently-used words automatically Use structural (roots, affixes) , syntactic (grammar), and semantic (meaning) cues to recognize unfamiliar words in context Use prefix, suffix, and word bases to determine meaning (including Greek, Latin, and Anglo-Saxon roots) Use context clues, definition, restatement, examples, comparing, and contrasting to verify the meaning of any word, phrase, or statement in text Identify synonyms, antonyms, and multiple-meaning words (homographs) Determine the connotation and denotation of words in context Analyze idioms, analogies, metaphors, and similes to infer literal and figurative meaning of phrases Use dictionaries, thesauruses, and glossaries to determine word meaning Recognize how historical events contribute to the evolution of the English Language (e.g., raccoon, opossum, canoe, barbeque [Native American]; bread basket, greenbacks [Civil War]; mustang, canyon, ranch [Spanish]; fax, modem, computer (technology); vaccine, airplane, telephone (Industrial Revolution) Extend vocabulary through reading and explicit instruction, including words from different content areas Read 8th grade-level texts fluently, with appropriate pacing, voice, inflection, and intonation 	<p>R.WS.08.01 Explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p> <p>R.WS.08.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English Language, and common word origins</p> <p>R.WS.08.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p> <p>R.WS.08.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p> <p>R.WS.08.05 Acquire and apply strategies to identify unknown words and construct meaning.</p> <p>R.WS.08.06 Fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p> <p>R.WS.08.07 In context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.</p> <p>S.CN.05.05 Understand, providing examples of how language differs from early American history to current day America as a function of linguistic and cultural group membership</p>

NHA ELA Exemplar: Comprehension

The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction.

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NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Eight
<ul style="list-style-type: none"> • Establish and adjust purposes for reading (e.g., for information, for understanding, to interpret, to enjoy, or to solve problems) • Apply before, during and after reading comprehension strategies (e.g., activating prior knowledge, predicting, asking questions, comparing/contrasting, recalling, summarizing, making inferences, making connections and drawing conclusions) • Use a variety of self-monitoring strategies to comprehend text • Demonstrate comprehension of text by responding to literal, inferential, evaluative, and synthesizing questions • Take notes and/or use graphic organizers to aid in the comprehension of text (e.g., Venn diagrams, story maps, KWL charts, semantic maps, concept webs, etc.) • Identify the author's purpose (e.g., to persuade, to inform, to entertain, to describe or to evaluate) and intended audience • Recognize devices authors use to accomplish their purpose- language structure, word choice, persuasive techniques, and choice of genre or form • Compare texts to find similarities and differences (e.g., two texts by the same author, two texts about the same topic with different authors, two types of genres, texts from two different time periods) • Identify or infer the main idea of any paragraph or paragraphs • Locate and interpret important, minor, and subtle details in text • Order sequence of events in text • Determine cause and effect in text • Compare summary to original text • Reflect on what has been learned after reading and formulate ideas, opinions and personal responses to text • Use established and personal criteria to analyze and evaluate the quality of ideas and information in text • Read both student- and teacher-selected texts from a variety of genres and forms; select appropriate texts from classroom, school, and public libraries 	<p>R.CM.08.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.CM.08.02 Retell through concise summarization grade-level narrative and informational text.</p> <p>R.CM.08.03 Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p> <p>R.MT.08.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again in uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p> <p>R.MT.08.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.</p> <p>R.CS.08.01 Evaluate the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p> <p>GLCEs Not Specifically Addressed</p> <p>R.AT.08.01 Be enthusiastic about reading and do substantial reading and writing on their own.</p>

NHA ELA Exemplar: Informational Text

The student will apply a range of reading skills and strategies to read and comprehend informational text.

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NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Eight
<ul style="list-style-type: none"> Analyze the characteristics of informational text (e.g., textbooks, newspapers, instructional and technical manuals, persuasive essays, autobiography/biography, research reports, periodicals, editorials, journalistic writing, online resources, encyclopedia articles) Analyze, evaluate and use common textual features (paragraphs, topic sentences, introductions, conclusions, footnotes, indices, bibliographies, headings, glossaries) Analyze and evaluate common organizational features of informational text (logical order, cause and effect relationships, compare and contrast, problem/solution) Identify, interpret and use common graphic features (e.g., charts, tables, maps, diagrams) Find similarities and differences between texts in the treatment, coverage and organization of ideas Distinguish between fact and opinion Summarize and paraphrase information Draw conclusions and make inferences based on explicit and implicit information Determine the main idea of text and identify supporting details Assess the clarity, validity, accuracy, and completeness of information; distinguish between relevant and irrelevant information Determine the author's purpose (e.g., persuasion, information, satire) and viewpoint in informational text Analyze text that uses proposition (argument) and evaluate the evidence used to support it Recognize instances of bias, propaganda, hidden messages, hyperbole, and rhetorical devices Identify and analyze a Moral Focus theme in a text and relate it to personal and societal issues Follow instructions in informational or technical texts to perform specific tasks, answer questions, or solve problems. Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and solve a problem (e.g., job applications, product warranties, brochures) 	<p>R.IT.08.01 Analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.</p> <p>R.IT.08.02 Analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.</p> <p>R.IT.08.03 Explain how authors use text features including graphics, author's pages, prefaces, and marginal notes to enhance the understanding of central, key, and supporting ideas.</p> <p>GLCEs Not Specifically Addressed</p> <p>R.CM.08.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>

NHA ELA Exemplar: Literary Response and Analysis

The student will apply a range of reading skills and strategies to read from a wide variety of literary genres and make text-to-text, text-to-self, and text-to-world connections.

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NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Eight
<ul style="list-style-type: none"> • Read and respond to literature from a wide range of genres, authors (including major U.S. and British), historical periods, cultures, and themes • Identify and explain the defining characteristics of a variety of literary forms and genres (e.g., novels, short stories, science fiction, plays, suspense, poetry) • Determine the purpose and characteristics of different forms of poetry (ballads, lyrics, couplets, epics, elegies, odes, and sonnets) and identify poetic elements (repetition, rhythm, rhyming patterns, alliteration) • Identify the narrator's point of view (first person, third person omniscient, third person limited) and how it affects the text • Identify character types (main, minor, protagonist, antagonist, static, round, flat, dynamic, stereotypical) • Compare and contrast the motives, actions, and reactions of characters in a story and across stories • Identify complex elements of plot development- cause and effect, subplot, parallel episodes, rising and falling action, climax, and development of conflict and resolution • Analyze the influence of tone, mood, and setting • Identify and analyze central ideas and recurring themes (e.g., bravery, loyalty, love, grief) within and across texts and relate them to personal and societal issues • Identify and analyze a Moral Focus theme in a text and relate it to personal and societal issues • Evaluate how an author uses literary devices and figurative language to convey moods, images, and meaning (dialect, dialogue, symbolism, irony, alliteration, rhyme, voice, tone, assonance, consonance, onomatopoeia, similes, metaphors, personification, hyperbole, allusion, flashback, foreshadowing, suspense, sensory words, sentence structure, punctuation) • Evaluate the literary merit of a work of literature, and analyze how the author's heritage, traditions, attitudes, and beliefs are reflected by the work 	<p>R.NT.08.01 Investigate various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.08.02 Analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.</p> <p>R.NT.08.03 Analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.</p> <p>R.NT.08.04 Analyze author's craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters.</p>

NHA ELA Exemplar: Writing Process

The student will apply a variety of skills and strategies to plan, draft, revise, edit, and publish written work.

Grade Eight

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Eight
<ul style="list-style-type: none"> Set a purpose, consider audience, and choose appropriate styles and structures when writing informational and narrative texts Apply prewriting strategies to plan and organize writing (e.g., brainstorming, note-taking, outlining, graphic organizers, writing models, background research) Generate, discuss, and record ideas for writing Construct a plan for narrative writing (e.g., story maps, roles of characters, rising and falling action, conflict, resolution) or a plan for informational writing (e.g., thesis statement, position statement, problem and solution statements) Create compositions with: a coherent thesis; and effective and engaging introduction; a body with supported details (e.g., analogies, examples, paraphrases, quotations, relevant facts, expert opinion); ideas grouped by paragraphs with a topic sentence and supporting details (analogies, examples, paraphrases conclusion quotations, relevant facts, expert opinion); explicit transitions; and a conclusion that summarizes, extends, and elaborates important ideas and points Organize writing to effectively communicate ideas (e.g., chronological order, compare/contrast, cause and effect, story map, importance of ideas) Use conjunctive adverbs and phrases to create logical connections between sentences (e.g. therefore, however, also, anyway, consequently, furthermore, nevertheless, otherwise, etc.) Exhibit personal style and voice by using varied sentence structures (e.g., simple, compound, complex), specific word choice, tone, and descriptive and sensory language Review and revise writing for meaning, clarity, word choice, organization of ideas, consistent point of view, and to add or delete information Use quotations and paraphrases correctly to avoid plagiarism; cite sources in footnotes or bibliography using appropriate format (e.g., MLA, APA) Edit own writing and the writing of others to improve conventions (grammar, spelling, punctuation, sentence fragments or run-ons, capitalization) using a checklist or set of rules and other reference materials, both individually and in groups Evaluate the quality of writing using tools (rubric, checklist, feedback) Publish a final draft that is legible, error-free, and follows the appropriate format using technology when available (e.g., word processing, simple publishing programs) Maintain a portfolio that includes informational, literary, interpretive, responsive, and informal writing 	<p>W.PR.08.01 Set a purpose, consider audience, and replicate author's styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.08.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g., compare/contrast, cause/effect, or sequential text patterns).</p> <p>W.PR.08.03 Draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions</p> <p>W.PR.08.04 Revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective.</p> <p>W.PR.08.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p> <p>W.PS.08.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g. emotional appeal, strong opinion, credible support).</p> <p>R.CS.08.01 Evaluate the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p>

NHA ELA Exemplar: Writing Applications

The student will practice different types of writing to communicate ideas, concepts, emotions, and descriptions to the reader.

Grade Eight

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Eight
<ul style="list-style-type: none"> Write for different purposes and audiences, choosing the most appropriate genre or format and follow the style, patterns, and conventions of the format (e.g., report, haiku poetry, limerick, thank-you note, essay, short story, how-to instructions, etc.) Write personal narratives (autobiographical) that tell about an incident, event or situation, use descriptive details and narrative devices (dialogue, action, suspense, compare and contrast characters), establish a point of view or attitude, and present details in a logical manner Write biographical sketches that illustrate the subject's character using narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison and contrast to other people), and show the significance of the subject to the writer or reader Write narratives that establish a situation, organizational structure (e.g., chronological, flashback), plot, point of view, setting, conflict and resolution, and complex characters and use a range of strategies to engage the reader (e.g., mood, tone, rhythm, repetition, dialogue, rising and falling action, climax, tension, suspense, movement, gestures, expressions, sensory language) Write responses to literature that demonstrate understanding of the literary work, identify and describe characters and their motivations, explain the importance of setting, present interpretative, evaluative, and analytic judgments, make references to the original text or to other works to illustrate points, anticipate and answer a reader's questions, and connect to personal knowledge Write expository compositions (informational) that state a thesis or purpose, presents information that reflects knowledge about the topic, uses evidence from primary or secondary sources, organizes and presents information in a logical manner including an introduction and conclusion, and uses common expository structures (compare/contrast, problem/solution) and text features (charts, illustrations, graphs) Write narrative (personal or literary), expository, or persuasive compositions that incorporate a Moral Focus theme, following all the conventions of the selected formats Write persuasive compositions with well-defined theses, consistent points of view, detailed evidence to support arguments (facts, examples, anecdotes, and reasoning), answers to reader's concerns and counterarguments, effective word choices, summarizing conclusions, and appropriate citations of sources Write technical documents that identify a sequence of activities, include all the factors and variables to be considered (list of materials needed, time, anticipated problems or misunderstandings) and use appropriate formatting techniques (headings, changing fonts, use of white space, graphics) Apply appropriate strategies, formats, and conventions to write a variety of personal and business correspondence (e.g., business letters, memos, letters of request or response, email, job applications, letters to the editor, journals, notes, invitations), using formal or informal style as determined by purpose 	<p>W.GN.08.01 Write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g. narrator credibility, rising and falling actions and/or conflict, imagery, and transitional language).</p> <p>W.GN.08.03 Formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counterarguments that culminate in a presented final project using the writing process.</p> <p>GLCEs Not Specifically Addressed</p> <p>W.GN.08.02 Write a historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.</p>

NHA ELA Exemplar: Research

The student will employ appropriate methods and resources to research and report on an inquiry topic.

Grade Eight

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Eight
<ul style="list-style-type: none">• Create written and multimedia reports on a research topic, using multiple sources• Formulate research questions and define topic• Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys• Organize information and ideas from multiple sources in systematic ways (e.g., timeline, notes, outlines, graphic organizers)• Evaluate the credibility, reliability, accuracy and limitations of resources• Maintain an appropriate balance between researched information and original ideas• Paraphrase and summarize from significant reference sources• Support ideas with examples, definitions, analogies, and direct references to primary and secondary sources• Cite sources in notes and bibliography, using a specified format (e.g., MLA, APA)• Use maps, charts, graphs or other graphics to enhance presentation of report• Write a research paper about a notable person of history or science, making connections to one or more of the Moral Focus themes (see NHA Science and Social Studies Objectives for list)	<p>W.GN.08.03 Formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counterarguments that culminate in a presented final project using the writing process.</p>

NHA ELA Exemplar: Language Usage and Conventions

The student will apply the conventions of grammar, spelling, punctuation, and capitalization in their own writing and conventions of grammar while speaking.

Grade Eight

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Eight
<ul style="list-style-type: none"> • Use correct English language conventions and usage in writing and speech • Use correct spelling conventions (e.g., high frequency and commonly misspelled words; grade-level appropriate words; words of foreign, medical or scientific origin (derivatives); regular and irregular plurals; commonly confused words (its/it's, effect/affect) • Draw on a variety of resources to find the correct spelling of new, unfamiliar or difficult words (e.g., dictionaries, glossaries, thesauruses, spell check) • Use correct punctuation (e.g., commas, colons, semicolons, quotation marks, dashes, apostrophes, ellipses, hyphens, end marks) • Use italics or underlining for titles of books and full-length plays; use quotation marks for the titles of poems, short stories, songs, articles, and chapters • Use correct capitalization conventions • Identify and use correctly and consistently parts of speech including nouns (plural, including compound), pronouns (indefinite/interrogative/objective/reflexive), verbs, adverbs and adjectives (comparative/superlative), conjunctions, prepositions, and interjections • Use subject-verb agreement and verb tense correctly and consistently • Identify and use different types of clauses and phrases, including adjective clauses and adverb phrases, prepositional phrases, independent and dependent clauses, appositives • Identify and use infinitives, gerunds, and participles • Identify and use different types of clauses and phrases, including adjective clauses and adverb phrases, prepositional phrases, independent and dependent clauses, and appositives • Identify and use parallelism (consistent elements of grammar when compiling a list) in all writing to present items in a series, and items juxtaposed for emphasis • Write legibly with print or cursive writing 	<p>W.GR.08.01 In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and dashes or ellipses.</p> <p>W.SP.08.01 In the context of writing use correct spelling conventions.</p> <p>W.HW.08.01 Write neat and legible compositions.</p> <p>GLCEs Not Specifically Addressed</p> <p>W.AT.08.01 Be enthusiastic about writing and learning to write.</p>

NHA ELA Exemplar: Speaking

The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing.

Grade Eight

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Eight
<ul style="list-style-type: none"> • Apply correct language conventions and usage in speech • Employ verbal and non-verbal techniques for oral presentations that are appropriate for the topic, audience and purpose (e.g., inflection, modulation of voice, tempo, word choice [precise language, sensory details, colorful modifiers, specialized words], feeling, expression, tone, volume, enunciation, physical gestures, body movement, eye contact, posture) • Participate and contribute (e.g., give opinion, add information, build on ideas of others, give constructive feedback) in small and large group discussions (whole-class seminars, literature circles, panel discussions, debates, work groups) for a variety of purposes, assuming different roles (e.g., active listener, discussion leader, facilitator) • Ask and respond to questions to seek elaboration or clarification of ideas • Give oral directions to perform certain tasks, answer questions or solve problems • Create and deliver oral presentations for a variety of purposes to the class (e.g., use notes and outlines; use an organizational pattern that includes a preview, an introduction, a body, transitions, and a conclusion; use a clear point of view; use evidence and/or arguments to support opinions; use visual media) • Modify oral presentations based on verbal and non-verbal feedback from the audience (e.g., pacing, tone of voice, details, rearranging words or sentences) • Deliver oral responses to literature that: express interpretations of the text; provide relevant details and make specific references to the text; explain writer's techniques; connect theme to self and society • Deliver persuasive presentations that: establish and develop a logical and well-fined argument; include relevant evidence; differentiate between fact and opinion; support arguments with detailed evidence; address counterarguments and listener biases; use persuasive language; and consistently use common organizational structures (e.g., cause-effect, compare-contrast, problem-solution) • Deliver informational presentations that: demonstrate an understanding of the topic; present ideas in a logical sequence; include details, examples, quotations, statistics, stories, and anecdotes; use precise language; anticipate listeners' questions; include an effective introductions and conclusions consistent with the organizational pattern; use multiple sources for information (including primary and secondary); employ various research methods; and use appropriate visual materials • Deliver narrative presentations (e.g., biographical, autobiographical, personal narrative, story) that: relate a clear incident, event or situation; use relevant details; use narrative and descriptive strategies to enhance presentations (e.g., relevant dialogue, specific action, vivid language, physical description of characters); and have a consistent organizing structure • Recite poems (four to six stanzas), sections of published speeches and dramatic soliloquies using voice modulation, tone and gestures expressively 	<p>S.CN.08.01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting</p> <p>S.CN.08.02 Speak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace of speaking to enhance meaning and influence interpretation in narrative and informational presentations.</p> <p>S.CN.08.03 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p> <p>S.DS.08.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p>S.DS.08.02 Respond to multiple text types in order to explore problems and pose solutions supported with evidence, take a stand on an issue and support it, and identify personally with a universal theme</p> <p>S.DS.08.03 Discuss written narratives with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific actions, and physical description of characters).</p> <p>S.DS.08.04 Plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.</p>

NHA ELA Exemplar: Listening and Viewing

The student will apply critical listening and viewing skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information.

Grade Eight

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations Grade Eight
<ul style="list-style-type: none"> • Demonstrate active listening skills (e.g., evaluating speaker's viewpoint, encouraging speaker with verbal and non-verbal feedback, monitoring comprehension of what is being heard, listening to message without interrupting, responding to questions and directions, picking out important information) • Take notes during oral presentations, lectures, and/or whole class instruction • Recognize the way in which language differs across a variety of social situations (e.g., formal and informal speeches, use of jargon by sports or political commentators, use of slang among peers) • Analyze oral interpretations of literature, including language choice and delivery and the affect of the interpretation on the listener • Evaluate the qualities of a speaker (e.g., voice quality, enunciation, delivery) and how speaker quality impacts the message • Paraphrase a speaker's main ideas, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation • Analyze the techniques speakers use to communicate a message (e.g., persuasive techniques, effect of word choice, use of slanted or biased material, making an emotional appeal) • Evaluate the credibility of a speaker by determining whether the speaker has a hidden agenda, presents slanted or biased material, and/or uses false reasoning • Identify the different purposes of various media (e.g., to provide entertainment or information, to persuade, to transmit culture, to focus attention on an issue) • Analyze and evaluate the persuasive techniques used in presentations and media (e.g., bandwagon, glittering generalities, emotional word repetition, bait and switch, testimonial, images, music) • Identify the various genres of different visual media (e.g., in television: sitcoms, talk shows, news broadcasts, interviews, children's programs; in film: westerns, horror, comedies, dramas, musicals, science fiction) • Recognize elements that recur across media (e.g., common features found in print and broadcast advertising; the layout of magazines and newspapers) • Recognize the use of stereotypes and biases in visual media • Explain how language choice, symbols, images, sound, special techniques, and other conventions are used in visual media to convey messages • Interpret how the type of media affects the coverage of events or issues (e.g., how same event is covered by radio, television, and newspaper; how each medium shapes a point of view; how the limitations and advantages of medium affect coverage) • Explain what factors influence media messages and images (e.g., historical events, place in which they were made, laws that govern mass media, target audience, financial sponsorship, cause and effect between media and public opinion) 	<p>L.CN.08.01 Analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations.</p> <p>L.CN.08.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, and supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.</p> <p>L.RP.08.01 Listen to or view knowledgeably a variety of genre to react to a speaker's intent and apply a speaker's reasoning to other situations.</p> <p>L.RP.08.02 Select, listen to or view knowledgeably, respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>L.RP.08.03 Paraphrase a speaker's main ideas, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation.</p> <p>L.RP.8.04 Analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretation on the listener.</p> <p>L.RP.08.05 Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.</p> <p>L.RP.08.06 Evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased.</p> <p>L.RP.08.07 Interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.</p>

GRADE EIGHT
Mathematics Learning Objectives
Michigan Alignment

NATIONAL HERITAGE ACADEMIES CURRICULUM

MICHIGAN ALIGNMENT

MATHEMATICS

NHA EXEMPLARS	MICHIGAN GRADE LEVEL CONTENT EXPECTATIONS
<p>Number Sense and Operations The student will build a deep understanding of the representation, models, and connections between real numbers. They will understand the properties and characteristics of real numbers and their application to computation. The student will become fluent in arithmetic computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations with mathematical algorithms.</p> <p>Algebra and Functions The student will understand and use variables and algebraic expressions. The students will solve equations and functions, represent solutions on the coordinate plane, and describe the characteristics of the graphs. They will write and use formulas to solve problems and describe patterns.</p> <p>Geometry The student will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; and use visualization, spatial reasoning, and geometric modeling to solve problems.</p> <p>Measurement The student will understand measurable attributes of objects and the units, systems, and processes of measurement. They will apply appropriate techniques, tools, and formulas to estimate and determine measurements.</p> <p>Data Analysis and Probability The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predications that are based on data. The student will understand and apply basic concepts of probability.</p> <p>Problem Solving The student will apply the problem solving process by understanding problems, choosing and employing strategies to solve problems, monitor and reflect on the process of mathematical problem solving, justify solutions, and extend the problems.</p>	<p>Patterns, Relationships, and Functions Patterns, relationships and functions comprise one of the most important themes in the study of mathematics. Mathematical thinking begins with the recognition of similarities among objects or events, proceeds to generalization and abstraction, and culminates in the ability to understand, explain and make predictions. Contexts that exhibit structure and regularity provide rich opportunities for describing the physical world, studying mathematics and solving problems.</p> <p>Geometry and Measurement We live in a three-dimensional world. In order to interpret and make sense of that world, students need both analytical and spatial abilities. Geometry and measurement, which involve notions of shape, size, position, and dimension, are used extensively to describe and understand the world around us.</p> <p>Data Analysis and Statistics We live in a sea of information. In order not to drown in the data that inundate our lives every day, we must be able to process and transform data into useful knowledge. The ability to interpret data and to make predictions and decisions based on data is an essential basic skill for every individual.</p> <p>Number Sense and Numeration Number sense is to mathematics what vocabulary is to language. Students must learn to quantify and measure, concretely at first and increasingly more abstractly as they mature. They also must develop an understanding of numeration systems and of the structure of such systems. They must learn to estimate mathematical quantities and to represent and communicate mathematical ideas in the language of mathematics.</p> <p>Numerical and Algebraic Operations and Analytical Thinking The ability to represent quantitative situations with algebraic symbolism, numerical operations and algebraic thinking is essential to solving problems in significant contexts and applications. The concepts of number and variable and their symbolic representation and manipulation are central to the understanding of arithmetic and its generalization in algebra. The contemporary applications of mathematics in virtually every field of work and study rely on algebraic and analytic thinking and communication as fundamental tools.</p> <p>Probability and Discrete Mathematics Contemporary uses of mathematics demand that students learn to deal with uncertainty, to make informed decisions based on evidence and expectations, to exercise critical judgment about conclusions drawn from data, and to apply mathematical models to real-world phenomena. The technological world in which we live also depends upon information and the communication of information and upon applications of systems with separate (discrete) entities. Topics of discrete mathematics such as counting and permutation problems, matrix operations, vertex-edge networks, and relationships among finite sets have significant real-world applications that students will encounter in diverse fields of work and study.</p>

NHA Mathematics Exemplar: Number Sense and Operations

The student will build a deep understanding of the representation, models, and connections between real numbers. They will understand the properties and characteristics of real numbers and their application to computation. The student will become fluent in arithmetic computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations with mathematical algorithms.

Grade Eight

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Define irrational numbers and locate on a number line Read, write, and compare real numbers Classify numbers within the real number system (e.g., natural number, whole numbers, integers, rational numbers, and irrational numbers) Apply the properties of real numbers: Identity, Inverse, Zero, Commutative, Associative, and Distributive Understand and apply the inverse relationships (addition/subtraction, multiplication/division, roots/powers) in problem solving situations Add, subtract, multiply, and divide real numbers Add, subtract, multiply, and divide numbers written in scientific notation Compute positive, negative, and fractional powers of rational numbers Explain and apply the multiplication, division, and power properties of exponents Calculate and estimate the square root of whole numbers (e.g., $\sqrt{152}$ is between 12 and 13) Simplify radical expressions (e.g., $\sqrt{48} = 4\sqrt{3}$) Solve problems involving percents (e.g., tax, simple interest, compound interest, sale price, unit price, commission, interest rates, gratuities, and multiple discounts) Compute percentage increase and decrease in both sum and product form Write and apply proportions, ratios, and rates Calculate weighted averages such as grade point averages, consumer price indices, and sports ratings Use estimation techniques to decide whether answers to computations are reasonable Determine when an estimate is sufficient and when an exact answer is needed in problem situations, and evaluate estimates in relation to actual answers (e.g., very close, less than, greater than) Use mental arithmetic to compute with common fractions, decimals, powers and percents Use technology, including calculators, to graph data and functions, and to perform computations 	<p>N.ME.08.04 Understand that irrational numbers are those that cannot be expressed as the quotient of two integers, and cannot be represented by terminative or repeating decimals; approximate the position of familiar irrational numbers, e.g., $\sqrt{2}$, $\sqrt{3}$, π, on the number line.</p> <p>N.FL.08.05 Estimate and solve problems with square roots and cube roots using calculators.</p> <p>N.FL.08.06 Find square roots of perfect squares and approximate the square roots of non-perfect squares by locating between consecutive integers, e.g., $\sqrt{130}$ is between 11 and 12.</p> <p>N.MR.08.07 Understand percent increase and percent decrease in both sum and product form, e.g., 3% increase of a quantity x is $x + .03x = 1.03x$.</p> <p>N.MR.08.08 Solve problems involving percent increases and decreases.</p> <p>N.FL.08.09 Solve problems involving compounded interest or multiple discounts.</p> <p>N.MR.08.10 Calculate weighted averages such as course grades, consumer price indices, and sports ratings.</p> <p>N.FL.08.11 Solve problems involving ratio units, such as miles per hour, dollars per pound, or persons per square mile.</p> <p>Michigan Grade 7 (Number and Operations)</p> <p>N.MR.07.02 Solve problems involving derived quantities such as density, velocity, and weighted averages.</p> <p>Grade Level Content Expectations Taught at Another Grade Level</p> <p>N.ME.08.01 Understand the meaning of a square root of a number and its connection to the square whose area is the number; understand the meaning of a cube root and its connection to the volume of a cube. (NHA Grade 7)</p> <p>N.ME.08.02 Understand meanings for zero and negative integer exponents. (NHA Grade 7)</p> <p>N.ME.08.03 Understand that in decimal form, rational numbers either terminate or eventually repeat, and that calculators truncate or round repeating decimals; locate rational numbers on the number line; know fraction forms of common repeating decimals, e.g., $0.1 = \frac{1}{9}$; $0.3 = \frac{1}{3}$. (NHA Grade 7)</p>

NHA Mathematics Exemplar: Algebra and Functions

The student will understand and use variables and algebraic expressions. The student will solve equations and functions, represent solutions on the coordinate plane, and describe the characteristics of graphs. They will write and use formulas to solve problems and describe patterns.

Grade Eight

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Write, simplify, and evaluate algebraic expressions Add, subtract, multiply, and divide rational expressions (e.g., $(\frac{2}{3x+1}) + 2$) Factor algebraic expressions Find the degree of a polynomial and express polynomials in standard form Add and subtract polynomials (e.g., $(7x^2 + 2x + 8) - (4x^2 - 2x + 5)$, $(x + 6) + (3x^2 - 2x + 7)$) Multiply monomials, binomials, and polynomials (e.g., $3x(4x^4 + 7)$, $(2x + 6)(4x - 2)$) Recognize and apply special binomial products: $(a + b)^2 = a^2 + 2ab + b^2$; $(a - b)^2 = a^2 - 2ab + b^2$; $(a + b)(a - b) = a^2 - b^2$. Justify using geometric representations (complete the square) Divide polynomials by monomials and binomials (e.g., $(\frac{3x^3 + 6x^2 + 9x}{3x})$) Write, graph, and solve linear equations in one and two variables, interpret the solution(s), and verify the reasonableness of the results Interpret and compare properties of linear functions (slope, x- and y-intercept) from tables, graphs, or equations Write and graph linear equations in standard form ($ax + by = c$) Write and graph linear equations in slope-intercept form ($y = mx + b$) Write and graph linear equations in point-slope form ($y - y_1 = m(x - x_1)$) Write an equation of a linear relationship given: two points; the slope and one point on the line; the slope and y-intercept Write equations and graph parallel and perpendicular lines Approximate a line of best fit for linear data distributions and find the equation of the line Write, graph, and solve linear inequalities in one and two variables, interpret the solution, and verify the reasonableness of the results Graph the solution sets of two variable linear inequalities and explain why the resulting graph is a half plane Graph and solve compound inequalities Solve linear systems in two variables by graphing Solve linear systems in two variables by substitution Solve linear systems in two variables by elimination Graph and solve systems of linear inequalities in two variables Represent quadratic functions using verbal descriptions, tables, graphs, and formulas and translate among these representations Factor simple quadratic equations Graph quadratic functions and use the graph to locate the roots (solutions) State the quadratic formula and explain how it is derived by completing the square Solve quadratic equations by factoring, completing the square or the quadratic formula 	<p>A.RP.08.01 Identify and represent linear functions, quadratic function, and other simple function including inversely proportional relationships ($y = \frac{k}{x}$); cubics ($y = ax^3$); roots ($y = \sqrt{x}$); and exponentials ($y = a^x$, $a > 0$); using tables, graphs, and equations.</p> <p>A.PA.08.02 For basic functions, e.g., simple quadratics, direct and indirect variation, and population growth, describe how changes in one variable affect the others.</p> <p>A.PA.08.03 Recognize the basic functions in problem context, e.g., area of a circle is πr^2, volume of a sphere is $\frac{4}{3}\pi r^3$, and represent them using tables, graphs, and formulas.</p> <p>A.RP.08.04 Use the vertical line test to determine if a graph represents a function in one variable.</p> <p>A.RP.08.05 Relate quadratic functions in factored form and vertex form to their graphs, and vice versa; in particular, note that solutions of a quadratic equation are the x-intercepts of the corresponding quadratic function.</p> <p>A.RP.08.06 Graph factorable quadratic functions, finding where the graph intersects the x-axis and the coordinates of the vertex; use words “parabola” and “roots”; include functions in vertex form and those with leading coefficient -1, e.g., $y = x^2 - 36$, $y = (x - 2)^2 - 9$; $y = -x^2$; $u = -(x - 3)^2$.</p> <p>A.FO.08.07 Recognize and apply the common formulas: $(a + b)^2 = a^2 + 2ab + b^2$ $(a - b)^2 = a^2 - 2ab + b^2$ $(a + b)(a - b) = a^2 - b^2$; represent geometrically.</p> <p>A.FO.08.08 Factor simple quadratic expression with integer coefficients, e.g., $x^2 + 6x + 9$, $x^2 + 2x - 3$, and $x^2 - 5$; solve simple quadratic equations, e.g., $x^2 = 16$ or $x^2 = 5$ (by taking square roots); $x^2 - x - 6 = 0$, $x^2 - 2x = 15$ (by factoring); verify solutions by evaluation.</p> <p>A.FO.08.09 Solve applied problems involving simple quadratic equations.</p> <p>A.FO.08.10 Understand that to solve the equation $f(x) = g(x)$ means to find all values of x for which the equation is true, e.g., determine whether a given value, or values from a given set, is a solution of an equation (0 is a solution of $3x^2 + 2 = 4x + 2$, but 1 is not a solution).</p> <p>A.FO.08.11 Solve simultaneous linear equations in two variables by graphing, by substitution, and by linear combination; estimate solutions using graphs; include examples with no solutions and infinitely many solutions.</p> <p>A.FO.08.12 Solve linear inequalities in one and two variables, and graph the solution sets.</p> <p>A.FO.08.13 Set up and solve applied problems involving simultaneous linear equations and linear inequalities.</p>

- Determine the number of solutions to a quadratic equation
- Recognize and graph common nonlinear functions: $y = \frac{k}{nk}$, $y = n\sqrt{x}$, $y = nx^2$, and $y = nx^3$.
Describe the similarities and differences in the graphs
- Graph and solve absolute value functions
- Write and graph exponential functions, including exponential growth and decay
- Differentiate and explain types of changes in mathematical relationships (e.g., linear vs. nonlinear, continuous vs. discrete, direct vs. inverse variation)
- Solve an equation or formula with two or more variables for a particular variable
- Recognize and extend arithmetic and geometric sequences
- Generalize patterns and sequences by writing an equation to find the n th term
- Explain the basic concept of a function and determine if a relation is a function
- Determine the domain, range, dependent variable, and independent variable for a given function
- Represent linear and nonlinear functions using verbal descriptions, tables, equations, and graphs, and translate among these representations (e.g., write equations for verbal descriptions)
- Describe and compare how changes in an equation affect the related graphs

Michigan Grade 7 (Algebra)

- A.RP.07.10 Know that the graph of $y = \frac{k}{x}$ is not a line, know its shape, and know that it crosses neither the x nor the y -axis.

Michigan Grade 7 (Data and Probability)

- D.AN.07.02 Create and interpret scatter plots and find line of best fit; use an estimated line of best fit to answer questions about the data.

NHA Mathematics Exemplar: Geometry

The student will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; and use visualization, spatial reasoning, and geometric modeling to solve problems.

Grade Eight

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Use the Pythagorean Theorem and its converse to find missing lengths, distances between points in the coordinate plane, and solve perimeter, area, volume, and surface area problems Draw the results of translations, reflections, rotations and dilations and determine properties that remain fixed (e.g., lengths of sides remain the same under translations) Sketch a variety of two-dimensional representations of three-dimensional objects including, orthogonal views (top, front, and side), picture views (projective or isometric), and nets 	<p>G.GS.08.01 Understand at least one proof of the Pythagorean Theorem; use the Pythagorean Theorem and its converse to solve applied problems including perimeter, area, and volume problems.</p> <p>G.I.O.08.02 Find the distance between two points on the coordinate plane using the distance formulas; recognize that the distance formula is an application of the Pythagorean Theorem.</p> <p>G.SR.08.04 Find area and perimeter of complex figures by sub-dividing them into basic shapes (quadrilaterals, triangles, circles).</p> <p>G.SR.08.05 Solve applied problems involving areas of triangles, quadrilaterals, and circles.</p> <p>G.SR.08.08 Sketch a variety of two-dimensional representations of three-dimensional solids including orthogonal views (top, front, side), picture views (projective or isometric), and nets; use such two-dimensional representations to help solve problems.</p>
	<p>Grade Level Content Expectations Taught at Another Grade Level</p>
	<p>G.SR.08.03 Understand the definition of a circle; know and use the formulas for circumference and area of a circle to solve problems. (NHA Grade 6)</p>
	<p>G.SR.08.06 Know the volume formulas for generalized cylinders ((area of base) x height), generalized cones and pyramids ($\frac{1}{3}$ (area of base) x height), and spheres ($\frac{4}{3} \pi(\text{radius})^3$) and apply them to solve problems. (NHA Grade 7)</p>
	<p>G.SR.08.07 Understand the concept of surface area, and find the surface area of prisms, cones, spheres, pyramids, and cylinders. (NHA Grade 7)</p>
	<p>G.TR.08.09 Understand the definition of a dilation from a point in the plane, and relate it to the definition of similar polygons. (NHA Grade 7)</p>
	<p>Grade Level Content Expectations Not Specifically Addressed</p>
	<p>G.TR.08.10 Understand and use reflective and rotational symmetries of two-dimensional shapes and relate them to transformations to solve problems.</p>

NHA Mathematics Exemplar: Measurement

The student will understand measurable attributes of objects and the units, systems, and processes of measurement. They will apply appropriate techniques, tools, and formulas to estimate and determine measurements.

Grade Eight

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Calculate perimeter/circumference, area, volume, and surface area for 2- and 3-dimensional figures Apply and use the concepts of indirect measurement (e.g., similarity, proportions, estimation) Describe the effect of scale factor k on the measurements of similar polygons: <ul style="list-style-type: none"> Areas are related by a factor of k^2 Surface areas are related by a factor of k^2 Volume related by a factor of k^3 Use ratios to create and interpret scale drawings as a tool for solving problems Use equations and proportions to convert units from one measurement system to another (e.g., Fahrenheit to Celsius) Convert ratio quantities and rates within the same measurement system (e.g., miles per hour to feet per second) 	<p>Michigan Grade 7 (Geometry)</p> <p>G.TR.07.06 Understand and use the fact that when two triangles are similar with scale factor of r, their areas are related by a factor of r^2.</p>

NHA Mathematics Exemplar: Data Analysis and Probability

The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predictions that are based on data. They will understand and apply basic concepts of probability.

Grade Eight

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Organize, display, and interpret data using tables, graphs (line, circle, bar, and histogram), and plots (stem-and-leaf, box-and-whisker, and scatter) Organize, display, and interpret two-variable data with a scatter-plot on the coordinate plane and describe how the data points are distributed Evaluate different graphical representations of the same data to determine the most appropriate representation (e.g., line graph for change over time, circle graph for part-to-whole comparison) Compare two sets of data using measures of central tendency (mean, median, and mode) and measures of variation (range and quartile range) Construct and communicate convincing arguments based on analysis of data and interpretation of graphs Express probabilities as odds in favor of or odds against an event occurring Determine and compare experimental and theoretical probabilities for simple, independent, and dependent events Solve problems involving permutations and combinations Use the Basic Counting Principle to find the number of possible arrangements of several objects 	<div data-bbox="1094 407 2011 602"> <p>D.PR.08.03 Compute relative frequencies from a table of experimental results for a repeated event. Interpret the results using relationship of probability to relative frequency.</p> <p>D.PR.08.04 Apply the Basic Counting Principle to find total number of outcomes possible for independent and dependent events, and calculate the probabilities using organized lists or tree diagrams.</p> <p>D.PR.08.05 Find and/or compare the theoretical probability, the experimental probability, and/or the relative frequency of a given event.</p> </div> <div data-bbox="1094 626 2011 894"> <p>Grade Level Content Expectations Taught at Another Grade Level</p> <p>D.AN.08.01 Determine which measure of central tendency (mean, median, mode) best represents a data set, e.g., salaries, home prices, for answering certain questions; justify the choice made. (NHA Grade 6)</p> <p>Recognize practices of collecting and displaying data that may bias the presentation or analysis. (NHA Grade 7)</p> <p>Understand the difference between independent and dependent events, and recognize common misconceptions involving probability, e.g., Alice rolls a 6 on a die three times in a row; show is just as likely to roll a 6 on the fourth roll as she was on any previous roll. (NHA Grade 6)</p> </div>

NHA Mathematics Exemplar: Problem Solving

The student will apply the problem solving process by understanding problems choosing and employing strategies to solve problems, monitor and reflect on the process of mathematical problem solving, justify solutions, and extend the problems.

Grade Eight

NHA Grade Level Learning Objectives	Michigan Grade Level Content Expectations
<p>G.TR.08.09 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns</p> <p>G.TR.08.09 Select and apply appropriate strategies to solve problems individually or as a group (e.g., modeling with pictures or manipulatives, breaking into simpler parts, solving a simpler problem, work backwards, trial and error, counterexamples, proportionality)</p> <p>G.TR.08.09 Demonstrate multiple ways to solve mathematical problems and describe advantages and disadvantages of each</p> <p>G.TR.08.09 Evaluate the efficiency of different representations and solution methods of a problem (e.g., equation vs. picture)</p> <p>G.TR.08.09 Make precise calculations and check the validity of the results in the context of the problem</p> <p>G.TR.08.09 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy</p> <p>G.TR.08.09 Use estimation to verify the reasonableness of calculated results</p> <p>G.TR.08.09 Estimate unknown quantities graphically and solve for them by using logical reasoning, arithmetic, and algebraic techniques</p> <p>G.TR.08.09 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work</p> <p>G.TR.08.09 Evaluate the reasonableness of the solution in the context of the original problem</p> <p>G.TR.08.09 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems</p> <p>G.TR.08.09 Construct appropriate extensions to problem situations</p> <p>G.TR.08.09 Make and justify mathematical conjectures based on a general description of a mathematical question or problem</p> <p>G.TR.08.09 Test conjectures by using inductive and deductive reasoning</p>	

GRADE EIGHT
Science Content
Michigan Alignment

GRADE EIGHT
Social Studies Content
Michigan Alignment

**NATIONAL HERITAGE ACADEMIES CURRICULUM
MICHIGAN ALIGNMENT
ENGLISH LANGUAGE ARTS**

NHA EXEMPLARS	MICHIGAN GRADE LEVEL CONTENT EXPECTATIONS
<p>Concepts of Print, Word Recognition, Fluency and Vocabulary Development The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences and to read texts fluently.</p> <p>Comprehension The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction.</p> <p>Informational Text The student will apply a range of reading skills and strategies to read and comprehend informational text.</p> <p>Language Usage The student will apply the conventions of grammar, spelling, punctuation, and capitalization in their own writing, and conventions of grammar while speaking.</p> <p>Writing Process The student will apply a variety of skills and strategies to plan, draft, revise, edit and publish written work.</p> <p>Writing Applications The student will practice different types of writing to communicate ideas, concepts, emotions, and descriptions to the reader.</p> <p>Speaking The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing.</p> <p>Listening and Viewing The student will apply critical listening and viewing skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information.</p>	<p>Strand 1: Reading Word Recognition and Word Study (WS) Fluency (FL) Narrative Text (NT) Informational Text (IT) Comprehension (CM) Metacognition (MT) Critical Standards (CS) Reading Attitude (AT)</p> <p>Strand 2: Writing Genre (GN) Process (PR) Personal Style (PS) Grammar and Usage (GR) Spelling (SP) Handwriting (HW) Writing Attitude (AT)</p> <p>Strand 3: Speaking Conventions (CN) Discourse (DS)</p> <p>Strand 4: Listening and Viewing Conventions (CN) Response (RP)</p>

NATIONAL HERITAGE ACADEMIES CURRICULUM

MICHIGAN ALIGNMENT

MATHEMATICS

NHA EXEMPLARS	MICHIGAN GRADE LEVEL CONTENT EXPECTATIONS
<p>Number Sense and Operations The student will build a deep understanding of the representation, models, and connections between real numbers. They will understand the properties and characteristics of real numbers and their application to computation. The student will become fluent in arithmetic computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations with mathematical algorithms.</p> <p>Algebra and Functions The student will understand and use variables and algebraic expressions. The students will solve equations and functions, represent solutions on the coordinate plane, and describe the characteristics of the graphs. They will write and use formulas to solve problems and describe patterns.</p> <p>Geometry The student will analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships. They will specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; and use visualization, spatial reasoning, and geometric modeling to solve problems.</p> <p>Measurement The student will understand measurable attributes of objects and the units, systems, and processes of measurement. They will apply appropriate techniques, tools, and formulas to estimate and determine measurements.</p> <p>Data Analysis and Probability The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predictions that are based on data. The student will understand and apply basic concepts of probability.</p> <p>Problem Solving The student will apply the problem solving process by understanding problems, choosing and employing strategies to solve problems, monitor and reflect on the process of mathematical problem solving, justify solutions, and extend the problems.</p>	<p>Patterns, Relationships, and Functions Patterns, relationships and functions comprise one of the most important themes in the study of mathematics. Mathematical thinking begins with the recognition of similarities among objects or events, proceeds to generalization and abstraction, and culminates in the ability to understand, explain and make predictions. Contexts that exhibit structure and regularity provide rich opportunities for describing the physical world, studying mathematics and solving problems.</p> <p>Geometry and Measurement We live in a three-dimensional world. In order to interpret and make sense of that world, students need both analytical and spatial abilities. Geometry and measurement, which involve notions of shape, size, position, and dimension, are used extensively to describe and understand the world around us.</p> <p>Data Analysis and Statistics We live in a sea of information. In order not to drown in the data that inundate our lives every day, we must be able to process and transform data into useful knowledge. The ability to interpret data and to make predictions and decisions based on data is an essential basic skill for every individual.</p> <p>Number Sense and Numeration Number sense is to mathematics what vocabulary is to language. Students must learn to quantify and measure, concretely at first and increasingly more abstractly as they mature. They also must develop an understanding of numeration systems and of the structure of such systems. They must learn to estimate mathematical quantities and to represent and communicate mathematical ideas in the language of mathematics.</p> <p>Numerical and Algebraic Operations and Analytical Thinking The ability to represent quantitative situations with algebraic symbolism, numerical operations and algebraic thinking is essential to solving problems in significant contexts and applications. The concepts of number and variable and their symbolic representation and manipulation are central to the understanding of arithmetic and its generalization in algebra. The contemporary applications of mathematics in virtually every field of work and study rely on algebraic and analytic thinking and communication as fundamental tools.</p> <p>Probability and Discrete Mathematics Contemporary uses of mathematics demand that students learn to deal with uncertainty, to make informed decisions based on evidence and expectations, to exercise critical judgment about conclusions drawn from data, and to apply mathematical models to real-world phenomena. The technological world in which we live also depends upon information and the communication of information and upon applications of systems with separate (discrete) entities. Topics of discrete mathematics such as counting and permutation problems, matrix operations, vertex-edge networks, and relationships among finite sets have significant real-world applications that students will encounter in diverse fields of work and study.</p>

**NATIONAL HERITAGE ACADEMIES CURRICULUM
MICHIGAN ALIGNMENT
SCIENCE**

NHA EXEMPLARS	MICHIGAN GRADE LEVEL CONTENT EXPECTATIONS
<p>The Nature of Science The student will study and apply the strategies and practices of scientists having to do with scientific knowledge and inquiry. They will learn to develop hypotheses and make predictions while they create scientific investigations to test their theories.</p> <p>The Living Environment The student will explore the common themes that intertwine and connect all aspects of living things, such as the similarities of plants and animals, structure and functions of body parts, adaptations to new environments, and coexistence of animals in a variety of ecosystems.</p> <p>Physical Science The student will investigate the laws of the physical world that form our understanding of phenomena such as the motion of objects, the characteristics of matter, and the various forms of energy applicable to our lives.</p> <p>Earth and Space Science The student will participate in the study of the physical characteristics of our Earth and the evidence of those characteristics all around us. Topics include: rocks and minerals; the properties and movement of water on the earth; the relationship between land, air, and water; and the motion of Earth in space.</p>	<p>Strand I: Constructing New Scientific Knowledge Constructing New Scientific Knowledge</p> <p>Strand II: Reflecting on Scientific Knowledge Reflecting on Scientific Knowledge</p> <p>Strand III: Using Scientific Knowledge in Life Science Cells The Organization of Living Things Heredity Evolution Ecosystems</p> <p>Strand IV: Using Scientific Knowledge in Physical Science Matter and Energy Changes in Matter Motion of Objects Wave and Vibrations</p> <p>Strand V: Using Scientific Knowledge in Earth Science The Geosphere The Hydrosphere The Atmosphere and Weather The Solar System, Galaxy and Universe</p>

NATIONAL HERITAGE ACADEMIES CURRICULUM

MICHIGAN ALIGNMENT

SOCIAL STUDIES

NHA EXEMPLARS	MICHIGAN GRADE LEVEL CONTENT EXPECTATIONS
<p>History The student will use a variety of skills to interpret historical events and documents, as well as demonstrate their understanding of major ideas, eras, themes, developments, and turning points in World History, U.S. History, State and Local History.</p> <p>Geography The student will use a variety of skills to analyze physical features, human features and cultural aspects of world regions, and demonstrate their understanding of the interrelationship between location, place, human-environment interaction, movement and regions on a global, US (national), state and local level.</p> <p>Economics The student will use a variety of skills to demonstrate their comprehension of major economic concepts, issues and systems on a global, national, state, and local level in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.</p> <p>Government The student will use a variety of skills to contrast their knowledge of the purposes, principles, practices, and functions of American government with other political systems on an international level.</p> <p>Civics The student will use a variety of skills to explain their understanding of what it means to be a citizen with rights and responsibilities in a variety of communities (local, state, national and global) for informed responsible participation in public life.</p> <p>People, Cultures, & Societies The student will use a variety of skills to demonstrate their understanding of the perspectives, practices and products of cultural, ethnic and social groups within local, national and global settings and to analyze their impact over time.</p> <p>Meta-Cognition: Process & Interpretation Skills / Methods The student will demonstrate a variety of Social Studies skills, processes and methods for collecting, organizing, evaluating and synthesizing information from multiple sources in order to draw logical conclusions.</p>	<p>Strand I: Historical Perspective Time and Chronology Comprehending the Past Analyzing and Interpreting the Past Judging Decisions from the Past</p> <p>Strand II: Geographic Perspective Diversity of People, Places, and Cultures Human/Environment Interaction Location, Movement, and Connections Regions, Patterns, and Processes Global Issues and Events</p> <p>Strand III: Civic Perspective Purposes of Government Ideals of American Democracy Democracy in Action American Government and Politics American Government and World Affairs</p> <p>Strand IV: Economic Perspective Individual and Household Choices Business Choices Role of Government Economic Systems Trade</p> <p>Strand V: Inquiry Information Processing Conducting Investigations</p> <p>Strand VI: Public Discourse and Decision Making Identifying and Analyzing Issues Group Discussion Persuasive Writing</p> <p>Strand VII: Citizen Involvement Responsible Personal Conduct</p>

GRADE ONE
Social Studies Grade Level Content
Michigan Alignment

NHA Social Studies Unit: Geography

Grade One

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Maps & Globes</p> <ul style="list-style-type: none"> What they represent <ul style="list-style-type: none"> How land and water is represented How rivers, lakes & mountains are represented Maps have keys or legends with symbols and their uses Find directions on a map: east, west, north, south <p>Oceans</p> <ul style="list-style-type: none"> Name and location <ul style="list-style-type: none"> Pacific Atlantic Indian Arctic <p>Continents</p> <ul style="list-style-type: none"> Name and location Describe the unique geographical features of each continent <ul style="list-style-type: none"> Asia: largest continent, over-crowded, Great Wall of China, Panda bears, martial- arts Europe: Russia is world's largest country, over 50 languages spoken, reindeer, soccer and winter sports Africa: hottest continent, equator runs through it, largest desert- Sahara, pyramids, lions, music North America: many people from other continents, bison, our home, sports & entertainment South America: speak mostly Spanish (except Brazil), largest snake being the Anaconda, largest rainforest being the Amazon, carnivals & soccer Antarctica: no countries, coldest continent, no-one lives there except scientists, penguins Australia: made up of one country, outback, Great Barrier Reef, unique animals like kangaroo & koalas, water sports & cricket <p>Features of the Earth</p> <ul style="list-style-type: none"> Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles <p>Accelerated Learners</p> <ul style="list-style-type: none"> Geographic Terms & Features <ul style="list-style-type: none"> peninsula, harbor, bay and island 	<p>Geography</p> <p>1-G1.0.4 Distinguish between landmasses and bodies of water using maps and globes.</p> <p>1-G4.0.1 Use components of culture to describe diversity in family life.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> Explain the purpose of maps and globes. Identify and represent physical features (e.g. land, water, rivers, lakes, mountains) on maps and globes. Read maps using map keys/ legends and symbols. Use cardinal directions to describe the location of places. Locate the four major oceans. Identify and locate the seven continents. Describe the unique geographic features of each continent. Identify and locate various features of the earth. Define and identify various geographic terms and features. 	

NHA Social Studies Unit: My School and Community

Grade One

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>My School Community</p> <ul style="list-style-type: none"> • Geographic Location • Role of School <ul style="list-style-type: none"> - Roles of People in the School • School & Classroom Expectations <ul style="list-style-type: none"> - Rules & Consequences - Respecting Others - Respecting Property - Conflict Resolution <p>My Local Community</p> <ul style="list-style-type: none"> • Definition of a community • Physical Characteristics: mountains, bodies of water (oceans, rivers, lakes), landforms (forest, desert), • Human Characteristics: roads, parks, neighborhoods, buildings such as shopping malls, airport, hospitals etc <p>People in Communities</p> <ul style="list-style-type: none"> • Government <ul style="list-style-type: none"> - Elected and Appointed Leaders - Workers – facilities, services and resources - Taxes • Citizenship <ul style="list-style-type: none"> - Rules and laws - Rights and responsibilities of people (e.g. voting to make group decisions) • Cooperation <ul style="list-style-type: none"> - Community projects <p>The Wider Community</p> <ul style="list-style-type: none"> • Continent, country, state • North America and its countries <ul style="list-style-type: none"> - Continental United States, Alaska, and Hawaii - Canada - Mexico - Central America 	<p>Geography</p> <p>1-G1.0.3 Use person directions (left, right, front, back) to describe the relative location of significant places in the school environment.</p> <p>1-G2.0.1 Distinguish between physical and human characteristics of places.</p> <p>2-G2.0.2 Describe how the local community is part of a larger region.</p> <p>2-G5.0.1 Suggest ways people can responsibly interact with the environment in the local community.</p> <p>Civics and Government</p> <p>1-C1.0.1 Identify some reasons for rules in school.</p> <p>1-C1.0.2 Give examples of the use of power with authority in school.</p> <p>1-C1.0.3 Give examples of the use of power without authority in school.</p> <p>1-C2.0.1 Explain why decisions can be made or how conflicts might be resolved in fair and just ways.</p> <p>1-C5.0.1 Describe some responsibilities people have at home and at school.</p> <p>1-C5.0.2 Identify situations in which people act as good citizens in the school community.</p> <p>2-C1.0.1 Explain how people form governments.</p> <p>2-C3.0.1 Give examples of how local governments make, enforce, and interpret laws in the local community.</p> <p>2-C3.0.2 Use examples to describe how local government affects the lives of its citizens.</p> <p>2-C3.0.3 Identify services commonly provided by local governments.</p> <p>2-C5.0.1 Identify ways citizens participate in community decisions.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> • Identify the location of the school and community on a map. • Explain the purpose of school and the roles of people who serve in it. • Explain the importance of school rules/expectations and the consequences for breaking them. • Define a community. • Classify major physical and human characteristics of their community. • Illustrate how a local government serves the community. • Identify ways people act as good citizens or co-operate in their local community. • Name and locate the continent, country, and state they live in. • Locate the countries of North America on a map. 	

NHA Social Studies Unit: Economics

Grade One

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Wants & Needs</p> <ul style="list-style-type: none"> All people have wants and needs <p>Goods</p> <ul style="list-style-type: none"> Things people buy or sell to make money Are made or grown by people People use goods to satisfy their wants <p>Services</p> <ul style="list-style-type: none"> Work or actions that one person does for another to make money Can satisfy people's needs and wants Governments provide some services: police & fire departments, etc (review from People in Communities) <p>Producers</p> <ul style="list-style-type: none"> People who make goods People who perform services <p>Consumers</p> <ul style="list-style-type: none"> People who use goods People who use services <p>Money</p> <ul style="list-style-type: none"> Money can be used to buy goods Money can be used to buy services Price is usually an amount of money People pay a price when they buy a good or service <p>Economic Exchanges</p> <ul style="list-style-type: none"> In an exchange, people can trade goods and services for money to satisfy wants and needs Bartering: People can trade goods and services for other goods and services to satisfy wants and needs <ul style="list-style-type: none"> Bartering does not use money <p>Choices</p> <ul style="list-style-type: none"> Scarcity: Wants are unlimited and people can't have everything they want due to lack of resources People must make choices about which goods to purchase and which services to use in satisfying wants A benefit is something that satisfies your wants A cost is something you give up when you make a decision 	<p>Economics</p> <p>1-E1.0.1 Distinguish between producers and consumers of goods and services.</p> <p>1-E1.0.2 Describe ways in which families consume goods and services.</p> <p>1-E1.0.3 Using examples, explain why people cannot have everything they want and describe how people respond.</p> <p>1-E1.0.4 Describe reasons why people voluntarily trade.</p> <p>1-E1.0.5 Describe ways in which people earn money.</p> <p>1-E1.0.6 Describe how money simplifies trade.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> Distinguish between wants and needs. Distinguish between goods and services they use. Distinguish between producers and consumers and describe how people can be both a producer and consumer. Describe the role and uses of money in our society. Recognize economic exchanges using money to purchase goods and using bartering to trade. Explain how scarcity requires people to make choices to satisfy their wants. Make choices to experience benefits and costs. 	

NHA Social Studies Unit: Early People and Civilizations

Grade One

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>The Earliest People: Hunters & Nomads</p> <ul style="list-style-type: none"> • Use of fire • Transition from hunting to farming • Crossing the land bridge from Asia to North America • <u>Extension</u>: Gradual development of early towns and cities <p>Ancient Mesopotamia: The Cradle of Civilization</p> <ul style="list-style-type: none"> • Importance of Tigris & Euphrates River <ul style="list-style-type: none"> - Provided irrigation for farming, fertile soil • Development of writing <ul style="list-style-type: none"> - Why writing is important to the development of civilization • Code of Hammurabi (early code of laws) <ul style="list-style-type: none"> - Why rules and laws are important to the development of civilization <p>Ancient Egypt</p> <ul style="list-style-type: none"> • Geography <ul style="list-style-type: none"> - Africa - Sahara Desert • Importance of Nile River, floods and farming • Pharaohs • Pyramids, mummies and Sphinx • Writing: hieroglyphics • <u>Accelerated Learners</u>: Papyrus <p>Maya, Inca, and Aztec Civilizations</p> <ul style="list-style-type: none"> • Geography <ul style="list-style-type: none"> - Maya in Mexico and Central America - Aztecs in Mexico - Inca in South America (Peru, Chile) • Maya <ul style="list-style-type: none"> - Artisans and builders • Aztecs <ul style="list-style-type: none"> - Moctezuma (also called Montezuma) - Tenochtitlan (Mexico City) • Inca <ul style="list-style-type: none"> - Cities in Andes, Machu Picchu 	<p>Geography</p> <p>1-G5.0.1 Describe ways in which people modify and adapt to the environment.</p>
NHA Unit Objectives	

- Identify how fire helped the earliest people.
- Explain why early people changed from hunting and gathering to keeping animals and farming.
- Trace the route of from Asia to North America taken by the America's first people.
- Explain why humans migrated and settled into groups and villages.
- Locate Ancient Mesopotamia and the Tigris/Euphrates River and comprehend their importance.
- Identify writing as crucial for civilizations.
- Explain who Hammurabi was and why rules and laws are important for civilizations.
- Locate geographical features of Egypt.
- Explain why the Nile River was important to Egypt.
- Define Pharaoh as the king of Egypt.
- Recognize unique achievements of Ancient Egypt.
- Recognize hieroglyphic writing.
- Explain the significance of papyrus in Ancient Egypt and how it was made.
- Locate Meso-American civilizations.
- Describe the beautiful things the Mayans created.
- Recognize that the Aztecs built their city on a lake.
- Infer facts about the Inca civilization based on a tour of Machu Picchu.

NHA Social Studies Unit: Early Exploration and Settlement in the New World

Grade One

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>The Voyage of Columbus in 1492</p> <ul style="list-style-type: none"> • Columbus shows courage to sail west (what no one else had done) • Queen Isabella and King Ferdinand of Spain • The Nina, Pinta, and Santa Maria • The idea of what was, for Europeans, a “New World” • Columbus’s mistaken identification of “Indies” and “Indians” <p>The Conquistadors</p> <ul style="list-style-type: none"> • Hernan Cortes and the Aztecs <ul style="list-style-type: none"> - Destruction of the Aztec empire and wealth for Spain • Francisco Pizarro and the Inca • Conquistadors: Spanish for Conquerors <ul style="list-style-type: none"> - Searching for gold, silver and treasures - Forcing their religion • Diseases devastate Native American population <p>English Settlers</p> <ul style="list-style-type: none"> • The story of the Lost Colony <ul style="list-style-type: none"> - Sir Walter Raleigh - Virginia Dare • Virginia <ul style="list-style-type: none"> - Jamestown - Captain John Smith - Pocahontas and Powhatan • Massachusetts <ul style="list-style-type: none"> - Pilgrims, Mayflower, Thanksgiving Day - Massachusetts Bay Colony, the Puritans • Slavery, plantations in Southern colonies 	<p>Geography</p> <p>1-G5.0.1 Describe ways in which people modify and adapt to the environment.</p> <p>History</p> <p>1-H2.0.5 Use historical records and artifacts to draw possible conclusions about family or school life in the past.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> • Show the route Columbus took and which Moral Focus theme he exhibited. • Identify how Queen Isabella assisted Columbus. • Explain why the America’s was called the New World. • Write what they have learned about Cortes and the Aztecs. • Recount the confrontation of Montezuma/Aztecs & Cortes. • Locate the Incan empire on a map and the route Pizarro took. • Define conquistador and explain their motivation for exploring the New World. • Explain why so many native people died and illustrate how they can avoid diseases. • Comprehend the story of the Lost Colony. • Write and illustrate about the experiences of the Jamestown Colony. • Compare the Massachusetts colony with that of Jamestown. • Identify the ship that carried the Pilgrims. • Describe what a slave is. • Explain why slavery began in the southern colonies. 	

NHA Social Studies Unit: From Colonies to Independence: The American Revolution

Grade One

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>The Revolutionary War</p> <ul style="list-style-type: none"> • Original thirteen colonies • French and Indian War as a cause of conflict • The Boston Tea Party • Paul Revere's ride, "One if by land, two if by sea" • Minutemen and Redcoats, the "shot heard round the world" • Thomas Jefferson and the Declaration of Independence, "We hold these truths to be self-evident, that all men are created equal..." • Fourth of July • George Washington: from military commander to our first president <ul style="list-style-type: none"> - Martha Washington - Our national capital city named Washington • Benjamin Franklin: patriot, inventor, writer • Legend of Betsy Ross and the flag 	<p>History</p> <p>1-H2.0.6 Compare life today with life in the past using criteria of family, school, jobs or communication.</p> <p>1-H2.0.7 Identify the events or people celebrated during United States nation holidays and why we celebrate them.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> • Locate the 13 original colonies. • Identify the French and Indian War as a cause of the Revolutionary War. • Explain what the Boston Tea party is. • Explain why Paul Revere went on his midnight ride. • Compare the Minutemen and Redcoats. • Explain who wrote the Declaration of Independence and why it is important. • Identify the 4th July as a holiday celebrating the Declaration of Independence. • Identify the outcome of the war and George Washington. • Identify the capital city of the United States. • Identify the accomplishments of Benjamin Franklin. • Compare and contrast the original flag made by Betsy Ross with the current flag of the United States. 	

NHA Social Studies Unit: Early Exploration of the American West
Grade One

NHA Social Studies Content	Michigan Grade Level Content Expectations
Westward Growth <ul style="list-style-type: none"> • Daniel Boone and the Wilderness Road <ul style="list-style-type: none"> - Appalachian Mountains • The Louisiana Purchase <ul style="list-style-type: none"> - Mississippi River • Exploration of Lewis and Clark <ul style="list-style-type: none"> - Rocky Mountains - Sacagawea 	History 1-H2.0.6 Compare life today with life in the past using criteria of family, school, jobs or communication.
NHA Unit Objectives	
<ul style="list-style-type: none"> • Describe Daniel Boone’s contribution to the exploration of the West. • Identify geographic aspects related to the Louisiana Purchase. • Identify physical features related to the exploration of Lewis and Clark. • Comprehend events in the journeys of Lewis and Clark. • Identify a Moral Focus theme that Lewis & Clark showed while on their journey. 	

NHA Social Studies Unit: Symbols and Figures of America

Grade One

NHA Social Studies Content	Michigan Grade Level Content Expectations
Symbols & Figures <ul style="list-style-type: none"> • Familiarity with national symbols and figures <ul style="list-style-type: none"> - Liberty Bell - Eagle - American Flag (review) - Current United States President (review) 	Civics and Government 1-C2.0.2 Identify important symbols of the United States of America.
NHA Unit Objectives	
<ul style="list-style-type: none"> • Identify the Liberty Bell as a symbol of freedom. • Identify the eagle as an American symbol. • Identify the flag of the United States. • Identify the current President. 	

NHA Social Studies Michigan Alignment

Grade One

Grade Level Content Expectations Taught at Another Grade Level

NHA Grade Kindergarten

- 1-H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family and school events. (Me & My World Unit)
- 1-H2.0.2 Use a calendar to distinguish among days, weeks, and months. (Me & My World Unit)
- 1-H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life. (Me & My World Unit)
- 1-H2.0.4 Retell in sequence important ideas and details from stories about families or schools. (Me & My World Unit)
- 1-H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them. (Early Exploration and Settlement and Presidents, Past and Present Unit)
- 1-G1.0.2 Give examples of places that have absolute locations. (Me & My World Unit)
- 1-G4.0.1 Use components of culture to describe diversity in family life. (Me & My World Unit)
- 1-C5.0.1 Describe some responsibilities people have at home and at school. (Me & My World Unit)

Grade Level Content Expectations Taught in Other Subjects

English – Language Arts

None apply.

Science

None apply.

Mathematics

None apply.

Grade Level Content Expectations Not Specifically Addressed

- 1-G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.
- 1-G2.0.2 Describe the unifying characteristics and/or boundaries of different school regions.
- 1-P3.1.1 Identify public issues in the school community.
- 1-P3.1.2 Use graphic data to analyze information about a public issue in the school community.
- 1-P3.1.3 Identify alternative resolutions to a public issue in the school community.
- 1-P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.
- 1-P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 1-P4.2.2 Participate in projects to help or inform others.

GRADE TWO
Social Studies Grade Level Content
Michigan Alignment

NHA Social Studies Unit: Geography

Grade Two

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Maps & Globes</p> <ul style="list-style-type: none"> • What they represent <ul style="list-style-type: none"> - How land and water is represented - How rivers, lakes & mountains are represented • Maps have keys or legends with symbols and their uses • Find directions on a map: east, west, north, south <p>Oceans</p> <ul style="list-style-type: none"> • Name and location <ul style="list-style-type: none"> - Pacific - Atlantic - Indian - Arctic <p>Continents Review</p> <ul style="list-style-type: none"> • Name and location <ul style="list-style-type: none"> - Asia - Europe - Africa - North America - South America - Antarctica - Australia • Difference between a continent and a country <p>Features of the Earth</p> <ul style="list-style-type: none"> • Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles <p>Geography of the Americas</p> <ul style="list-style-type: none"> • North America <ul style="list-style-type: none"> - Geographic aspects of North America: <ul style="list-style-type: none"> • Canada, United States, Mexico • Atlantic & Pacific Oceans • Gulf of Mexico • Caribbean Sea • Central America • The United States: <ul style="list-style-type: none"> - Fifty states: 48 contiguous, plus Alaska and Hawaii - Mississippi River - Appalachian Mountains - Great Lakes <p>Geography & Math Connections (Spatial Elements)</p> <ul style="list-style-type: none"> • Physical and human features in terms of the four spatial elements <ul style="list-style-type: none"> - Location of places (e.g. cities) = Spatial element of POINT - Transportation and communication routes (e.g. highways) = Spatial element of LINE - Regions (e.g. Continents) = Spatial element of AREA - Lakes and seas (bodies of water) filled with water = Spatial element of VOLUME <p>Accelerated Learners</p>	<p>There are no Michigan GLCEs that meet this NHA content.</p>

<ul style="list-style-type: none"> Geographic Terms & Features <ul style="list-style-type: none"> peninsula, harbor, bay and island coast, valley, prairie, desert, oasis 	
NHA Unit Objectives	
<ul style="list-style-type: none"> Explain the purpose of maps and globes. Identify and represent physical features (e.g. land, water, rivers, lakes, oceans, mountains) on maps and globes. Read maps using map keys/ legends and symbols. Use cardinal directions to describe the location of places. Locate the four major oceans. Identify and locate the seven continents. Explain the difference between a country and continent. Identify and locate various features of the earth. Identify and locate specific geographic aspects of North America. Relate the spatial elements of point, line, area and volume to geographic features. Define and identify various geographic terms and features. 	

NHA Social Studies Unit: Communities Around the World

Grade Two

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>The Community around Me</p> <ul style="list-style-type: none"> • My Community History <ul style="list-style-type: none"> - Development and change • Urban, Suburban and Rural Areas <ul style="list-style-type: none"> - Similarities and Differences in these communities <ul style="list-style-type: none"> • Housing, yard size, land use and population density • Government and Community Leaders <ul style="list-style-type: none"> - Mayor, City Council and business leaders <p>Communities around the World</p> <ul style="list-style-type: none"> • Groups of people with similar characteristics • Cultural and Social Similarities <ul style="list-style-type: none"> - Language - Transmit culture through legends, histories, etc - Transmit values through ideas, beliefs, traditions - Celebration of own accomplishments, achievements, and contributions • Citizenship in World Communities <ul style="list-style-type: none"> - National Anthems - National Flags - Celebration of national holidays and festivals - Monuments and memorials used to commemorate events and achievements <p>Communities and Transportation</p> <ul style="list-style-type: none"> • Modes of transportation used to move people, products and ideas from place to place <ul style="list-style-type: none"> - barges, airplanes, automobiles, pipelines, ships, railroads, computers • Advantages and disadvantages of different modes of transportation 	<p>Geography</p> <p>2-G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.</p> <p>2-G2.0.1 Compare the physical and human characteristics of the local community with those of another community.</p> <p>2-G4.0.1 Describe land use in the community.</p> <p>2-G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.</p> <p>2-G4.0.3 Use components of culture to describe diversity in the local community.</p> <p>2-G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.</p> <p>History</p> <p>2-H2.0.3 Use an example to describe the role of the individual in creating history.</p> <p>2-H2.0.4 Describe changes in the local community over time.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> • Describe how their local community has changed over time. • Compare and contrast urban, suburban, and rural communities. • Identify leaders and individuals who make an impact in the local community. • Compare and describe the similarities and differences among cultures in their community. • Describe how world communities (nations) promote citizenship. • Describe and evaluate the different modes of transportation used to move people, products or ideas from place to place. 	

NHA Social Studies Unit: Economics

Grade Two

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Natural Resources</p> <ul style="list-style-type: none"> Are “gifts” of nature: example – lumber, metals Are present without the intervention of humans Knows role of natural resources in daily lives: example- use of trees for lumber in buildings <p>Capital Resources</p> <ul style="list-style-type: none"> Are made by people: example - machines and equipment Are used to make other goods Are used to provide other services Knows role of capital resources in daily lives: example - production of automobiles <p>Human Resources</p> <ul style="list-style-type: none"> Also known as labor or human capital Labor or human capital is the effort of people who work to produce goods and services Are used to provide other services Knows role of human resources in daily lives: example - production of food <p>Producers</p> <ul style="list-style-type: none"> People who make goods or perform services <p>Consumers</p> <ul style="list-style-type: none"> People who use goods or services <p>Goods</p> <ul style="list-style-type: none"> Things people buy or sell <p>Services</p> <ul style="list-style-type: none"> Work or jobs that people do for each other Specialization: the performance of specific tasks or jobs <p>Money</p> <ul style="list-style-type: none"> Money is generally the accepted medium of exchange of goods and services <p>Economic Exchanges</p> <ul style="list-style-type: none"> Bartering: People can trade goods and services for other goods and services to satisfy wants and needs <ul style="list-style-type: none"> Bartering does not use money <p>Choices</p> <ul style="list-style-type: none"> Scarcity: Wants are unlimited and people can’t have everything they want due to lack of resources <ul style="list-style-type: none"> People must make choices about which goods to purchase and which services to use in satisfying wants Opportunity Cost is something you give up when you make a decision People’s choices about what goods or services they determines how resources will be used <ul style="list-style-type: none"> Scarcity of resources determines that some natural resources will be used in multiple ways (e.g. corn: as cow feed, as a sweetener, or converted to fuel) <p>Market</p> <ul style="list-style-type: none"> Understands the concept of market <ul style="list-style-type: none"> A market exists whenever buyers and sellers exchange goods and services Businesses and workers with needs and wants of the local community (market) 	<p>Economics</p> <p>2-E1.0.1 Identify the opportunity cost involved in a consumer decision.</p> <p>2-E1.0.2 Identify businesses in the local community.</p> <p>2-E1.0.3 Describe how businesses in the local community meet economic wants of consumers.</p> <p>2-E1.0.4 Describe the natural, human, and capital resources needed for production of a good or service in a community.</p> <p>2-E1.0.5 Use examples to show that people cannot produce everything they want and depend on trade with others to meet their wants.</p>
NHA Unit Objectives	

- Define and describe the three types of productive resources in their local community.
- Define producers and consumers and describe how people can be both.
- Define goods and services and identify those they have used in their local community.
- Describe the role and uses of money in our society.
- Recognize bartering exchanges they have participated in.
- Show how scarcity requires them to make choices and incur opportunity costs.
- Identify how a single natural resource can be used in a variety of ways.
- Describe the local businesses and services that make up the market in their local community.

NHA Social Studies Unit: Early Civilizations: Asia (India & China)

Grade Two

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Geography of Asia</p> <ul style="list-style-type: none"> • The largest continent, with the most populous countries in the world • Locate: China, India <p>India</p> <ul style="list-style-type: none"> • Indus River and Ganges River • Himalayan Mountains • Indus River Valley civilization: one of the oldest civilizations <ul style="list-style-type: none"> - Early civilizations developed in river valleys for water, fertile soil and irrigation - The ancient city of Mohenjo-Daro • The Taj-Mahal: The Shah Jahan love story <p>China</p> <ul style="list-style-type: none"> • Yellow (Huang He) and Yangtze (Chang Jiang) Rivers • Teachings of Confucius (for example, honor your ancestors) • Great Wall of China • Chinese Inventions <ul style="list-style-type: none"> - Paper - Fireworks - Use of silk • Chinese New Year 	<p>History</p> <p>2-H2.0.3 Use an example to describe the role of the individual in creating history.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> • Locate geographical features of Asia. • Locate geographical features of India. • Explain what they have learned about the Indus River valley civilization. • Retell the story of the Taj-Mahal in their own words. • Locate geographical features of China. • Compare some of Confucius' teachings with an NHA Moral Focus theme. • Recognize and explain why the Great Wall of China was built. • Identify Chinese inventions. • Explain the origin of the Chinese New Year celebration. 	

NHA Social Studies Unit: Ancient Greece

Grade Two

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Geography</p> <ul style="list-style-type: none"> • Mediterranean Sea • Aegean Sea • Crete • Sparta and Athens: City States <p>History</p> <ul style="list-style-type: none"> • Athens <ul style="list-style-type: none"> - Beginnings in democracy - Love for earning and beauty (arts) - Boys attended school to learn, girls took care of the home • Sparta <ul style="list-style-type: none"> - Simple and plain living - Boys trained to be soldiers, girls trained to be athletic • Worship of gods and goddesses <ul style="list-style-type: none"> - The Trojan War • Olympic Games • Great Thinkers: Socrates, Plato, and Aristotle • Persian Wars: Marathon and Thermopylae • Alexander the Great 	<p>History</p> <p>2-H2.0.3 Use an example to describe the role of the individual in creating history.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> • Locate geographical features of Greece. • Identify similarities and differences between Sparta and Athens. • Identify several different gods and goddesses of Ancient Greece. • Sequence events of the Trojan War. • Describe the Olympic Games and identify Ancient Greece as the site of the original games. • Identify Socrates, Plato and Aristotle as great thinkers. • Identify some important battles of the Persian Wars and the Greek's successful effort to repel the large Persian force. • Describe who Alexander the Great was and his legacy. 	

NHA Social Studies Unit: American Government: The Constitution
Grade Two

NHA Social Studies Content	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Rules and laws are the basis for safety and protection in our society James Madison, the “Father of the Constitution” Government by the consent of the governed: “We the people” American government is based on the Constitution, the highest law in our land 	History 2-H2.0.3 Use an example to describe the role of the individual in creating history.
NHA Unit Objectives	
<ul style="list-style-type: none"> Give examples of why we have rules. Identify James Madison as the father of the Constitution. Recognize the opening words of the Constitution, “We the people…” Comprehend what the Constitution is. 	

NHA Social Studies Unit: The War of 1812

Grade Two

NHA Social Studies Content	Michigan Grade Level Content Expectations
<ul style="list-style-type: none">• Britain and France at War<ul style="list-style-type: none">- British impressment of American sailors force war between America and Britain• Old Ironsides• President James Madison and Dolley Madison<ul style="list-style-type: none">- British burn the White House• Fort McHenry, Francis Scott key, and “The Star-Spangled Banner”• Battle of New Orleans, Andrew Jackson	History 2-H2.0.3 Use an example to describe the role of the individual in creating history.
NHA Unit Objectives	
<ul style="list-style-type: none">• Comprehend how the War of 1812 began.• Explain why the USS Constitution is called Old Ironsides.• Recall what they have learned about James and Dolly Madison.• Explain the story of the Star Spangled Banner and who its author was.• Explain why the Battle of New Orleans was fought after the War of 1812 was ended.	

NHA Social Studies Unit: Westward Expansion

Grade Two

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Westward Expansion</p> <ul style="list-style-type: none"> New and cheaper travel encourages movement of people and goods <p>Pioneers Head West</p> <ul style="list-style-type: none"> Routes west: wagon trains on the Oregon Trail The Pony Express New means of travel <ul style="list-style-type: none"> Canals: Erie Canal Robert Fulton, invention of steamboat Railroads: the Transcontinental Railroad <ul style="list-style-type: none"> Some Native Americans displaced from their homes and ways of life by railroads (the “iron horse”) <p>Native Americans</p> <ul style="list-style-type: none"> Effect of near extermination of buffalo on Plain Indians Sequoyah and the Cherokee alphabet Forced removal to reservations: the “Trail of Tears” 	<p>There are no Michigan GLCEs that meet this NHA content.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> List what they have learned about Westward Expansion. Locate the Oregon Trail. Explain how the Pony Express worked. Compare and contrast how canals were used in the past with highways today. Construct a graph to compare time of travel for a steamboat and a non-steam powered boat. Locate the Transcontinental Railroad. <u>Extension</u> – Write a paragraph explaining how the railroad affected Native Americans. Draw a picture to tell the story of the Plains Indians and the buffalo based on what they have learned. Describe what Sequoyah did and use an alphabet code. Express their feelings regarding the treatment of Native Americans. 	

NHA Social Studies Unit: The Civil War
Grade Two

NHA Social Studies Content	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> Controversy over slavery Harriet Tubman, the “underground railroad” Northern v. Southern states Yankees and Rebels <ul style="list-style-type: none"> Ulysses S. Grant and Robert E. Lee Clara Barton, “Angel of the Battlefield,” founder of American Red Cross President Abraham Lincoln: keeping the Union together <ul style="list-style-type: none"> Emancipation Proclamation and the end of slavery 	History 2-H2.0.3 Use an example to describe the role of the individual in creating history.
NHA Unit Objectives	
<ul style="list-style-type: none"> Explain the disagreements between the Northern and Southern States over slavery. List what they have learned about Harriet Tubman and the Underground Railroad. Identify confederate, border and union states. Compare and contrast the Yankee and Rebel flags. Explain what they have learned about Clara Barton. Recognize the importance of the Emancipation Proclamation. 	

NHA Social Studies Unit: Immigration and Citizenship

Grade Two

NHA Social Studies Content	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> America perceived as a “land of opportunity” <ul style="list-style-type: none"> People migrated for a better life: freedom and economic opportunity Millions of newcomers to America <ul style="list-style-type: none"> Large populations of immigrants settle in major cities (such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco) Ellis Island and the significance of the Statue of Liberty The meaning of “e pluribus unum” (a national motto you can see on the back of coins) The idea of what it means to be a citizen of a nation <ul style="list-style-type: none"> American citizens have certain rights and responsibilities (for example, voting, eligible to hold public office, paying taxes) Becoming an American citizen (by birth, naturalization) 	<p>Civics and Government</p> <p>2-C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> Recognize reasons why migrated to the United States. Identify where immigrants came from and where they arrived in the United States. Recognize the Statue of Liberty and identify Ellis Island as important symbols to the immigrant experience. Know what “e-pluribus unum” means. Describe what it means to be an American citizen. 	

NHA Social Studies Unit: Symbols and Figures of America
Grade Two

NHA Social Studies Content	Michigan Grade Level Content Expectations
Symbols & Figures <ul style="list-style-type: none"> • Familiarity with national symbols and figures <ul style="list-style-type: none"> - US flag: current and earlier versions - Statue of Liberty - Lincoln Memorial 	There are no Michigan GLCEs that meet this NHA content.
NHA Unit Objectives	
<ul style="list-style-type: none"> • Identify the current and earlier versions of the United States flag. • Comprehend the story and events regarding the creation of the Statue of Liberty. • Recognize details about the Lincoln Memorial. 	

NHA Social Studies Michigan Alignment

Grade Two

Grade Level Content Expectations Taught at Another Grade Level

NHA Grade 1

- 2-G2.0.2 Describe how the local community is part of a larger region. (My School and Community Unit)
- 2-G5.0.1 Suggest ways people can responsibly interact with the environment in the local community. (My School and Community Unit)
- 2-C1.0.1 Explain why people form governments. (My School and Community Unit)
- 2-C3.0.1 Give examples of how local governments make, enforce, and interpret laws in the local community. (My School and Community Unit)
- 2-C3.0.2 Use examples to describe how local government affects the lives of its citizens. (My School and Community Unit)
- 2-C3.0.3 Identify services commonly provided by local governments. (My School and Community Unit)
- 2-C5.0.1 Identify ways citizens participate in community decisions. (My School and Community Unit)

Grade Level Content Expectations Taught in Other Subjects

English – Language Arts

None apply.

Science

None apply.

Mathematics

None apply.

Grade Level Content Expectations Not Specifically Addressed

- 2-H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
- 2-H2.0.2 Explain why descriptions of the same event in the local community can be different.
- 2-H2.0.5 Identify a problem in a community's past and describe how it was resolved.
- 2-H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources.
- 2-G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.
- 2-C1.0.2 Distinguish between government action and private action.
- 2-C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.
- 2-C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.
- 2-C5.0.3 Design and participate in community improvement projects that help or inform others.
- 2-P3.1.1 Identify public issues in the local community that influence the daily lives of its citizens.
- 2-P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
- 2-P3.1.3 Give examples of how conflicts over core democratic values lead people to differ resolutions to a public policy issue in the local community.
- 2-P3.3.1 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.
- 2-P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 2-P4.2.2 Participate in projects to help or inform others.

GRADE THREE
Social Studies Grade Level Content
Michigan Alignment

NHA Social Studies Unit: Geography

Grade Three

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Maps & Globes</p> <ul style="list-style-type: none"> Map Title Map key or Legend Cardinal & Intermediate Directions Scale Map Grid Political & Physical Maps <ul style="list-style-type: none"> North America <p>Oceans Review</p> <ul style="list-style-type: none"> Name and location <ul style="list-style-type: none"> Pacific Atlantic Indian Arctic <p>Continents Review</p> <ul style="list-style-type: none"> Name and location <ul style="list-style-type: none"> Asia Europe Africa North America South America Antarctica Australia Difference between a continent and a country <ul style="list-style-type: none"> North America: Canada, United States and Mexico <p>Features of the Earth</p> <ul style="list-style-type: none"> Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles <p>Geography of the United States</p> <ul style="list-style-type: none"> Geographic aspects of the United States: <ul style="list-style-type: none"> Fifty states: 48 contiguous, plus Alaska and Hawaii Mississippi River Appalachian Mountains Rocky Mountains Great Lakes Atlantic and Pacific Ocean Gulf of Mexico <p>Spatial Sense</p> <ul style="list-style-type: none"> Physical and human features in terms of the four spatial elements <ul style="list-style-type: none"> Location of places (e.g. cities) = point Transportation routes (e.g. highways) = line Regions (e.g. Continents) = area Lakes and Seas (bodies of water) filled with water = volume <p>Human-Environment Interaction</p> <ul style="list-style-type: none"> Ways people alter the physical environment 	<p>Geography</p> <p>3-G1.0.1 Use cardinal directions to describe relative location of significant places in the immediate environment.</p> <p>4-G5.01 Assess the positive and negative effects pf human activities on the physical environment of the United States.</p>

<ul style="list-style-type: none"> - Irrigation - Land clearing – building development - Farmland – planting crops - Road Construction • Human adaptation to variations in the physical environment <ul style="list-style-type: none"> - Clothing choices - Housing styles - Recreational activities - Food choices <p>Accelerated Learners: Geographic Terms and Features</p> <ul style="list-style-type: none"> • peninsula, harbor, bay and island • coast, valley, prairie, desert, oasis • boundary, channel, delta, isthmus, plateau, reservoir, strait <p>Geographic Tools and Information Resources</p> <ul style="list-style-type: none"> • Use a variety of sources when finding information in the study of geography <ul style="list-style-type: none"> - Print sources such as atlases, books, magazines, newspapers - Electronic media such as radio, television, on-line websites and databases 	
NHA Unit Objectives	
<ul style="list-style-type: none"> • Read and interpret maps using the title, key and legend. • Use cardinal and intermediate directions to describe the relative location of places. • Use a map scale to measure the distance of places. • Use map grids to locate or place objects. • Identify the similarities and differences between political and physical maps. • Identify the four major oceans and seven continents. • Explain the difference between a continent and a country. • Identify and locate specific features of the earth including: the equator, northern and southern hemispheres, north and south poles. • Identify and locate specific geographic aspects of the United States. • Relate the spatial elements of point, line, area and volume to geographic features. • Describe the ways humans and the environment, interact in everyday life. • Research and define and various geographic terms and features. 	

NHA Social Studies Unit: Economics

Grade Three

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Natural Resources</p> <ul style="list-style-type: none"> • Are “gifts” of nature: example – lumber, metals • Are present without the intervention of humans • Knows role of natural resources in daily lives: example- use of trees for lumber in buildings <p>Capital Resources</p> <ul style="list-style-type: none"> • Are made by people: example - machines and equipment • Are used to make other goods • Are used to provide other services • Knows role of capital resources in daily lives: example - production of automobiles <p>Human Resources</p> <ul style="list-style-type: none"> • Also known as labor or human capital • Labor or human capital is the effort of people who work to produce goods and services • Are used to provide other services • Knows role of human resources in daily lives: example - production of food <p>Entrepreneurship</p> <ul style="list-style-type: none"> • Combining natural, human and capital resources to produce various goods and services <p>Economic Principles</p> <ul style="list-style-type: none"> • Scarcity: Wants are unlimited and people can’t have everything they want due to lack of resources <ul style="list-style-type: none"> - People must make choices about which goods to purchase and which services to use in satisfying wants - Opportunity Cost is something you give up when you make a decision • Specialization: <ul style="list-style-type: none"> - the concentration of production on fewer kinds of goods/services - the performance of a specific task or job (division of labor) <p>Supply & Demand</p> <ul style="list-style-type: none"> • People buy less of a product when its price goes up • People buy more of a product when its price goes down <p>Choices</p> <ul style="list-style-type: none"> • Peoples choices are influenced by positive and negative incentives <ul style="list-style-type: none"> - Positive incentive is a reward that makes people better off - Negative incentive is a penalty that makes people worse off • Choices include trade-offs (also known as Opportunity Cost) <ul style="list-style-type: none"> - It may include giving up buying or doing little of one thing, in order to buy or do a little of something else <p>Market</p> <ul style="list-style-type: none"> • Understands the concept of market <ul style="list-style-type: none"> - the interaction of buyers and sellers exchanging goods and services - Competitive Market: many buyers and sellers where no one person or firm controls the prices or the number of products for sale - Identify local businesses and workers with needs and wants of the community • Money reduces the problem of bartering <ul style="list-style-type: none"> - easy to divide - easy to carry 	<p>Economics</p> <p>3-E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.</p> <p>3-E1.0.2 Identify incentives that influence economic decisions people make in Michigan.</p> <p>3-E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.</p> <p>3-E2.0.1 Using a Michigan example, describe how specialization leads to increased interdependence.</p> <p>4-E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.</p>

- easy to store	
NHA Unit Objectives	
<ul style="list-style-type: none"> • Define and describe the three types of productive resources. • Describe how entrepreneurs combine natural, human and capital resources to produce various goods and services. • Show how scarcity requires them to make choices and incur opportunity costs. • Define and explain specialization. • Explain the concept of supply and demand. • Explain how incentives influence decisions. • Define a market and describe markets in their local community. • List the characteristics of money and explain how it reduces the problem of bartering. 	

NHA Social Studies Unit: Ancient Rome

Grade Three

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p><u>Geography of the Mediterranean Region</u></p> <ul style="list-style-type: none"> • Mediterranean Sea, Aegean Sea, Adriatic Sea • Locate: Greece, Italy (peninsula), France, Spain • Strait of Gibraltar; Atlantic Ocean • North Africa, Asia Minor (peninsula), Turkey • Bosphorus (strait), Black Sea • Red Sea, Persian Gulf, Indian Ocean <p>Background</p> <ul style="list-style-type: none"> • Define B.C. / A.D. and B.C.E. / C.E. • Origins of Rome <ul style="list-style-type: none"> - The legend of Romulus and Remus - Settlement of various people groups - Tiber River • Worship of gods and goddesses, largely based on Greek religion • The Republic: Senate, Patricians, Plebeians • Punic Wars: Carthage, Hannibal <p>The Roman Empire</p> <ul style="list-style-type: none"> • Julius Caesar <ul style="list-style-type: none"> - Defeats Pompey in civil war, becomes dictator of the new Roman Empire - “Veni, vidi, vici” (“I came, I saw, I conquered”) - Caesar assassinated in the senate, Brutus • Augustus Caesar: the first Roman Emperor (was Octavian, Julius Caesar’s adopted son) • Life in the Roman Empire <ul style="list-style-type: none"> - The Forum: temples, marketplaces, baths etc - Latin is the official language of Rome: origins of our language • Accomplishments <ul style="list-style-type: none"> - Cement - Roads, bridges and aqueducts • Colosseum: Gladiators <ul style="list-style-type: none"> - Persecution of Christians • Eruption of Mt. Vesuvius, destruction of Pompeii <p>The Decline & Fall of Rome</p> <ul style="list-style-type: none"> • Weak and corrupt emperors <ul style="list-style-type: none"> - Civil Wars <ul style="list-style-type: none"> • Generals battle for supremacy • Neglect <ul style="list-style-type: none"> - Increase in poverty, people riot for better conditions • Overemphasis on life of pleasure with decrease of moral virtue • Invasions and the city of Rome sacked <ul style="list-style-type: none"> - Barbarians and Vandals 	<p>There are no Michigan GLCEs that meet this NHA content.</p>
NHA Unit Objectives	

- Use symbols, labels, and legends to construct maps that highlight physical and political features of the Mediterranean region.
- Explain BC/AD & BCE/CE by building a timeline and inserting different periods, eras and events from their course of study.
- Distinguish between the legend and real history of the founding of Rome.
- Describe the role of the gods in the Roman belief system.
- Describe the roles of people groups in the Republic of Ancient Rome.
- Recount the participants, events and outcomes of the Punic Wars.
- Identify Julius Caesar and describe his rise to power and why he was assassinated.
- List the accomplishments of Augustus Caesar.
- Comprehend the daily life of Ancient Romans.
- Explain how the accomplishments of the Ancient Romans were important to the Empire.
- Recognize the Colosseum and explain how it was used.
- Explain the effect of the eruption of Mt Vesuvius in A.D. 79 on the people and city of Pompeii.
- Describe the causes leading to the decline and fall of Rome.

NHA Social Studies Unit: The Vikings

Grade Three

NHA Social Studies Content	Michigan Grade Level Content Expectations
<ul style="list-style-type: none"> • Geography: From an area now called Scandinavia (made up of Sweden, Denmark, Norway) <ul style="list-style-type: none"> - North Sea • Also called Norseman, they were skilled sailors and shipbuilders <ul style="list-style-type: none"> - Allowed them to trade and sometimes raid the European coast • Eric the Red and Leif Ericson (Leif “the Lucky”) <ul style="list-style-type: none"> - Earliest Europeans (long before Columbus) we know of to come to North America - Locate: Greenland, Canada, Newfoundland <p>Extension: Class and justice system</p> <ul style="list-style-type: none"> • Class: Kings, Jarls, Karls, Thralls • Justice: Open aired meeting called “Thing” 	<p>There are no Michigan GLCEs that meet this NHA content.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> • Identify and locate the Vikings’ homeland. • Explain the importance of ships and sailing to the Vikings. • Identify the Vikings as the first Europeans to cross the Atlantic Ocean to the Americas. • Explain aspects of the Viking way of life. 	

NHA Social Studies Unit: Europe in the Middle Ages

Grade Three

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Background</p> <ul style="list-style-type: none"> The “Middle Ages” are generally dated from about A.D. 450 to 1400. Approximately the first three centuries after the fall of Rome (A.D. 476) are sometimes called the “Dark Ages.” <p>Geography Related to the Development of Western Europe</p> <ul style="list-style-type: none"> Germany: the region known as Saxony between the Elbe and Ems Rivers France: the region known as Normandy British Isles: England, Ireland, Scotland, Wales; the English Channel <ul style="list-style-type: none"> Peoples settling in old Roman Empire included Vandals (cf. English word “vandalism”), Franks in Gaul (now France), Angles (in England: cf. “Angle-land”) and Saxons (Germanic peoples) <p>Feudalism</p> <ul style="list-style-type: none"> Life on a manor, castles Lords (barons), vassals, knights, peasants & serfs Page, Squire, Knight Code of chivalry <p>The Norman Conquest</p> <ul style="list-style-type: none"> Region called Normandy William the Conqueror: Battle of Hastings, 1066 <p>England in the Middle Ages</p> <ul style="list-style-type: none"> Significance of the Magna Carta, King John, 1215 <ul style="list-style-type: none"> Placed limits on the King’s power and stated he had to follow the laws he created Parliament: beginnings of representative government The Hundred Years’ War <ul style="list-style-type: none"> Joan of Arc Losses of knights and peasants leads to weakening of feudal ties The Black Death sweeps across Europe 	<p>There are no Michigan GLCEs that meet this NHA content.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> Define the period of the Middle Ages and explain why it is sometimes called the Dark Ages. Use symbols, labels, and legends to construct a physical and political map of Western Europe in the Middle Ages. Explain life on a manor. Detail the social structure during the Middle Ages (Feudal Society). Describe the development of boys into Knights. Write their own Code of Chivalry. Explain how Duke William of Normandy became known as William the Conqueror. Identify the Magna Carta and explain its significance. Compare the British Parliament with the two Houses of Congress. Identify events and outcomes of the Hundred Years War. Describe the Black Death and its effect on Medieval society. 	

NHA Social Studies Unit: Early Exploration of North America

Grade Three

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Migration - Crossing the Land Bridge</p> <ul style="list-style-type: none"> During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait). Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early peoples include Inuits (Eskimos), Anasazi, and Mound Builders. <p>Early Spanish Exploration & Settlement</p> <ul style="list-style-type: none"> Review: Columbus' discovery of the America's opened up Spanish exploration of the region <ul style="list-style-type: none"> Geography: Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River Ponce De Leon, legend of the Fountain of Youth <ul style="list-style-type: none"> Settlement of Puerto Rico Exploration of Florida Hernando de Soto Founding of St. Augustine (oldest continuous European settlement in what is now the U.S.) <p>Exploration & Settlement of the American Southwest</p> <ul style="list-style-type: none"> Geography: Early Spanish explorers in the lands that are now the states of Texas, New Mexico, Arizona, and California <ul style="list-style-type: none"> The Grand Canyon and Rio Grande Coronado and the legend of El Dorado: The "Seven Cities of Cibola" (of Gold) <ul style="list-style-type: none"> The Grand Canyon Missionary settlements (missions), especially in Texas and California <ul style="list-style-type: none"> Conflicts with Pueblo Indians <p>The Search for the Northwest Passage</p> <ul style="list-style-type: none"> Many explorers undertook the perilous sometimes fatal, voyage to find a short cut across North America to Asia. New European nations begin to explore including: <ul style="list-style-type: none"> English Explorers <ul style="list-style-type: none"> John Cabot: Newfoundland on the eastern coast of Canada Henry Hudson: the Hudson River (New York City) and Hudson Bay (Canada) French Explorers <ul style="list-style-type: none"> Champlain: "New France" and Quebec, St Lawrence River, Great Lakes 	<p>There are no Michigan GLCEs that meet this NHA content.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> Describe how a land bridge connected Asia to North America. Locate where some of America's first people from Asia settled. Locate the region of early Spanish exploration and settlement. Recount Ponce De Leon's motivation for exploration and how Florida was given its name. Describe the contacts De Soto had with Native Americans. Know that St Augustine is the oldest European settlement in the US. Locate areas of the Southwest the Spanish explored. Describe the explorations of Coronado. Examine the effects of Spanish missions in the region. Explain why explorers explored every river mouth, cove and harbor in North America. Describe the expeditions and results of exploration by John Cabot and Henry Hudson. 	

- Identify the discoveries of Samuel de Champlain.

NHA Social Studies Unit: The Thirteen Colonies: Life and Times Before the Revolution

Grade Three

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Geography</p> <ul style="list-style-type: none"> The thirteen colonies by region: New England, Middle Atlantic, Southern Settlers were mostly from England and built ties of trade <ul style="list-style-type: none"> Important cities in the development of trade with England: Philadelphia, Boston, New York, Charleston <p>Southern Colonies</p> <ul style="list-style-type: none"> Virginia: 1607 (Jamestown) <ul style="list-style-type: none"> Motivation <ul style="list-style-type: none"> Riches: gold and silver Religious freedom Settled By: Virginia Company sent by King James of England Key People <ul style="list-style-type: none"> John Smith Chief Powhatan Pocahontas John Rolfe Key Events & Ideas <ul style="list-style-type: none"> Jamestown was the first English colony in the New World that survived English colonists both traded and fought with the Powhatan Indians Diseases kill many people, both colonists and Indians The Starving Time Development of tobacco as a cash crop, development of plantations, use of English indentured servants and use of slaves as indentured servants (which were brought to Virginia in 1619) Maryland (1632) <ul style="list-style-type: none"> Motivation <ul style="list-style-type: none"> Religious freedom and fairness Settled By: Colony established mainly for Catholics Key People <ul style="list-style-type: none"> Lord Baltimore (George Calvert) Cecilius and Leonard Calvert Key Events & Ideas <ul style="list-style-type: none"> Changed slavery rules from indentures servant to a lifetime slave Carolina (1663) <ul style="list-style-type: none"> Motivation <ul style="list-style-type: none"> Given by King Charles to repay his debt to a group of noble English gentlemen Settled By: Group of English nobleman Key People <ul style="list-style-type: none"> Eight English nobleman Key Events & Ideas <ul style="list-style-type: none"> Charles Town (named after King Charles) becomes Charleston Plantations (rice, indigo) and the increased need for slaves promoted the slave trade (The Middle Passage) Carolina colony splits into North and South in 1710 	<p>Geography</p> <p>4-G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors.</p>

- Georgia (1733)
 - Motivation
 - A colony for English debtors to start a new life
 - Settled By: Poor English people and debtors
 - Key People
 - James Oglethorpe
 - Key Events & Ideas
 - Created a buffer against the Spanish and French colonies
 - Last of the original 13 colonies
 - Planned city of Savannah

New England Colonies

- Massachusetts (1620 with Plymouth Colony and also 1630 with Massachusetts Bay Colony)
 - Motivation
 - Religious freedom: In England, the official or “established” church did not allow people to worship as they chose
 - Settled By: Pilgrims in Plymouth (also known as Separatists) and the Puritans in Massachusetts Bay
 - Key People
 - John Carver (Plymouth)
 - William Bradford (Plymouth)\
 - John Winthrop (Massachusetts Bay)
 - Key Events & Ideas
 - Voyage of the Mayflower did not arrive at its original destination of Virginia
 - Mayflower Compact: Established a form of self-government for the Pilgrims (voting and majority rule)
 - Helped by Wampanoag Indians: Samoset and Squanto
 - First Thanksgiving Celebration
 - Emphasis on reading and education, the *New England Primer* in Massachusetts Bay
 - Strict rules for living by the Puritans
- New Hampshire (1629)
 - Motivation
 - Search for more farmland
 - Settled By: Colonists from Massachusetts Bay looking for more space
 - Key People
 - Captain John Mason
 - Key Events & Ideas
 - Due to poor rocky soil, fishing and shipbuilding develop as major industries
- Connecticut (1639)
 - Motivation
 - Search for more farmland
 - Settled By: Originally Dutch trading post in 1614 then English Colonists who move into the valley due to displeasure of strict Puritan rules in the Massachusetts Bay Colony
 - Key People
 - Reverend Thomas Hooker
 - Key Events & Ideas
 - Allegiance to the Colony over England
 - Set up their own system of government
- Rhode Island (1644)

<ul style="list-style-type: none"> - Motivation <ul style="list-style-type: none"> • Religious toleration - Settled By: Various groups who faced religious persecution elsewhere - Key People <ul style="list-style-type: none"> • Roger Williams • Anne Hutchison - Key Events & Ideas <ul style="list-style-type: none"> • Paid Native Americans for land that was used to build the Colony as opposed to seizing it <p>Middle Atlantic Colonies</p> <ul style="list-style-type: none"> • New York (1624) <ul style="list-style-type: none"> - Motivation <ul style="list-style-type: none"> • Make money for the Dutch West India Company - Settled By: Dutch merchants - Key People <ul style="list-style-type: none"> • Peter Stuyvesant - Key Events & Ideas <ul style="list-style-type: none"> • Dutch colony of ‘New Netherlands’ was taken over by the English in 1664 and was renamed ‘New York’ • Delaware (1638) <ul style="list-style-type: none"> - Motivation <ul style="list-style-type: none"> • Make money - Settled By: Swedish, Finnish and Dutch - Key People <ul style="list-style-type: none"> • Peter Minuit - Key Events & Ideas <ul style="list-style-type: none"> • Originally a Swedish colony (New Sweden) and then taken over by the British in 1673 • New Jersey (1664) <ul style="list-style-type: none"> - Motivation <ul style="list-style-type: none"> • Expansion from other colonies • Cheap land - Settled By: Dutch - Key People <ul style="list-style-type: none"> • Puritans • Quakers - Key Events & Ideas <ul style="list-style-type: none"> • Political and religious differences between Stern Puritans in East Jersey and mild Quakers in West Jersey • Pennsylvania (1682) <ul style="list-style-type: none"> - Motivation <ul style="list-style-type: none"> • Religious freedom and equality - Settled By: Society of Friends, “Quakers” - Key People <ul style="list-style-type: none"> • William Penn - Key Events & Ideas <ul style="list-style-type: none"> • Philadelphia: planned city 	
NHA Unit Objectives	

- Identify the three colonial regions: the New England, Middle Atlantic and the Southern Colonies and important port cities.
- Identify founding characteristics of each colony. (Objective repeated for each Colony.)

NHA Social Studies Unit: Our America: Foundations and Principles

Grade Three

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Our Government</p> <ul style="list-style-type: none"> Origins in the United States Constitution Republican form of Government: A Representative Democracy <ul style="list-style-type: none"> A democracy is a government run “by the people” where supreme power is given to the citizens Purpose: To make laws, carry out laws, decide if laws have been broken, and protect the rights and property of individuals <p>American Core Democratic Values</p> <ul style="list-style-type: none"> Origins in the Declaration of Independence, the Preamble to the Constitution, United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs and stories Are the fundamental beliefs and constitutional principles of American society which unite all Americans <ul style="list-style-type: none"> Life: Each person has the right to the protection of life. Liberty: Includes the freedom to believe what you want, freedom to choose your own friends, and to have your own ideas and opinions, to express your ideas in public, the right for people to meet in groups, and the right to have any lawful job or business. Pursuit of Happiness: Each person can find happiness in their own way, so long as they do not step on the rights of others. Common Good: People should work together for the good of all. The government should make laws that are good for everyone. Justice: All people should be treated fairly in getting the advantages and disadvantages of our country. No group or person should be favored. Diversity: Differences in language, dress, food, where parents or grandparents were born, race, and religion are not only allowed but accepted as important. Equality: Everyone should get the same treatment regardless of where your parents or grandparents were born, your race or religion, or how much money you have. All people have political, social and economic equality. Truth: The government and citizens should not lie. Popular Sovereignty: The power of the government comes from the people. Patriotism: A devotion to our country and the core democratic values in word or deed. Rule of Law: Both the government and the people must obey the law. <p>American Citizens</p> <ul style="list-style-type: none"> People are citizens of their community, state and nation Citizens enjoy a variety of freedoms but also have the responsibility of participating in society through elections and by voting Citizens come from diverse ethnic and national origins but should be united as Americans by our basic democratic principles (CDV) Good citizens practice our Core Democratic Values each day. Americans have and continue to work to defend our CDV: <ul style="list-style-type: none"> George Washington Thomas Jefferson Abraham Lincoln Susan B. Anthony Rosa Parks Martin Luther King Jr. 	<p>Civics and Government</p> <p>3-C1.0.1 Give an example of how Michigan state government fulfills some of the purposes of government.</p> <p>3-C5.0.1 Identify rights and responsibilities of citizenship.</p>

<ul style="list-style-type: none"> - Mary McLeod Bethune - Jackie Robinson - Consider current community and national leaders to show as an example 	
NHA Unit Objectives	
<ul style="list-style-type: none"> • Explain the origins and purpose of our American government. • Define our nation's Core Democratic Values. • Explain what it means to be a citizen in our nation. • Describe how various Americans have exhibited our nation's Core Democratic Values. 	

NHA Social Studies Michigan Alignment

Grade Three

Grade Level Content Expectations Taught at Another Grade Level

NHA Grade 4

- 3-H3.0.3 Describe the causal relationship between three events in Michigan's past. (4th Grade – Michigan Studies)
- 3-H3.0.4 Draw upon traditional stories of American Indians who lived in Michigan in order to make generalizations about their beliefs. (Michigan Studies Unit)
- 3-H3.0.5 Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment. (Michigan Studies Unit)
- 3-H3.0.6 Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan. (Michigan Studies Unit)
- 3-H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan. (Michigan Studies Unit)
- 3-H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan. (Michigan Studies Unit)
- 3-H3.0.9 Describe how Michigan attained statehood. (Michigan Studies Unit)
- 3-H3.0.10 Create a timeline to sequence early Michigan history. (Michigan Studies Unit)
- 3-G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan. (Michigan Studies Unit)
- 3-G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions. (Michigan Studies Unit)
- 3-G2.0.2 Describe different regions to which Michigan belongs. (Michigan Studies Unit)
- 3-G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture, manufacturing, services and tourism, research and development and explain the factors influencing the location of these economic activities. (Michigan Studies Unit)
- 3-G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came. (Michigan Studies Unit)
- 3-G4.0.3 Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (Michigan Studies Unit)
- 3-G4.0.4 Use data and current information about Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage. (Michigan Studies Unit)
- 3-G5.0.1 Locate natural resources in Michigan and explain the consequences of their use. (Michigan Studies Unit)
- 3-G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan. (Michigan Studies Unit)
- 3-C1.0.1 Give an example of how Michigan state government fulfills some of the purposes of government. (Michigan Studies Unit)
- 3-C3.0.1 Distinguish between the roles of state and local government. (Michigan Studies Unit)
- 3-C3.0.3 Identify the three branches of state government in Michigan and the powers of each. (Michigan Studies Unit)
- 3-C3.0.5 Describe the purpose of the Michigan Constitution. (Michigan Studies Unit)
- 3-E2.0.1 Using a Michigan example, describe how specialization leads to increased interdependence. (Michigan Studies Unit)

Grade Level Content Expectations Taught in Other Subjects

English – Language Arts

None apply.

Science

None apply.

Mathematics

None apply.

Grade Level Content Expectations Not Specifically Addressed (Those related to MI Studies should be examined by 4th Grade teachers since NHA covers State Studies in 4th Grade)

- 3-H3.0.1 Identify questions historians ask in examining the past in Michigan.
- 3-H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.
- 3-C2.0.1 Describe how Michigan state government reflects the principle of representative government.
- 3-C3.0.2 Identify goods and services provided by the state government and describe how they are funded.
- 3-C3.0.4 Explain how state courts function to resolve conflict.
- 3-E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development.
- 3-E1.0.5 Explain the role of business development in Michigan's economic future.
- 3-E3.0.1 Identify products produced in other countries and consumed by people in Michigan.
- 3-P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.

3-P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.
3-P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan
3-P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.
3-P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
3-P4.2.2 Participate in projects to help or inform others.

GRADE FOUR
Social Studies Grade Level Content
Michigan Alignment

NHA Social Studies Unit: Geography

Grade Four

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Maps & Globes</p> <ul style="list-style-type: none"> • Map Title • Map key or Legend • Cardinal & Intermediate Directions • Scale <ul style="list-style-type: none"> - Distances using different map scales • Map Grid • Using longitude and latitude <ul style="list-style-type: none"> - Prime Meridian (0 degrees):Greenwich, England - 180° Line (International Date Line) • Maps: <ul style="list-style-type: none"> - Political - Physical - Climate - Natural Resources/Land Use - Population <p>Introduction to the 5 Themes of Geography</p> <ul style="list-style-type: none"> • Location: Where places are located • Place: Description of characteristics of places and the people who live there • Human / Environment Interaction: How people have changed their environment or how the environment influences the way people live • Movement: The relationship among places – movement of materials, people, or ideas among these places • Region: An area with places which share similar features and processes <p>Geographic Tools and Information Resources</p> <ul style="list-style-type: none"> • Geographic Representations <ul style="list-style-type: none"> - Aerial Photographs - Satellite-produced images • Use a variety of sources when finding information in the study of geography <ul style="list-style-type: none"> - Print sources such as atlases, books, magazines, newspapers - Electronic media such as radio, television, on-line websites and databases 	<p>Geography</p> <p>4-G1.0.2 Use cardinal and intermediate directions to describe the relative location of significant places in the United States.</p> <p>4-G1.0.3 Identify and describe the characteristics and purposes of a variety of geographic tools and technologies.</p> <p>4-G1.0.4 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.</p> <p>4-G1.0.5 Use maps to describe elevation, climate and patterns of population density in the United States.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> • Read and comprehend maps using the title, key and legend. • Use cardinal and intermediate directions to describe location. • Use map scales to measure distances using different scales. • Identify specific locations on a map using grids. • Read maps and globes using longitude and latitude and identify the Prime Meridian and International Date Line. • Identify and use different types of maps for the same region. • Define and give a local example of the Five Themes of Geography. 	

NHA Social Studies Unit: Economics

Grade Four

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Producers & Consumers</p> <ul style="list-style-type: none"> Distinguish between the two <p>Goods & Services</p> <ul style="list-style-type: none"> Distinguish between the two <p>Productive Resources</p> <ul style="list-style-type: none"> Are the natural, human and capital resources utilized by entrepreneurs to produce goods and services Natural Resources <ul style="list-style-type: none"> definition and examples Human Resources <ul style="list-style-type: none"> definition and examples Capital Resources <ul style="list-style-type: none"> definition and examples <p>Economic Principles</p> <ul style="list-style-type: none"> Scarcity: the idea that there are not enough resources to produce all goods/services and therefore satisfy all peoples wants and needs <ul style="list-style-type: none"> Opportunity Cost: giving up something for the next best alternative Specialization: the concentration of production on fewer kinds of goods/services and/or the performance of a specific task or job <ul style="list-style-type: none"> advantages of specialization weaknesses of specialization Supply and Demand <ul style="list-style-type: none"> people buy less of a product when its price goes up People buy more of a product when its price goes down <p>Economic Systems</p> <ul style="list-style-type: none"> All societies have an economic system Systems have been developed to allocate resources, and produce goods and services Role of Government <ul style="list-style-type: none"> Local, State and Federal governments have the problem of scarcity <ul style="list-style-type: none"> Limited budgets and may pay for goods and services through taxation and borrowing 	<p>Economics</p> <p>4-E1.0.8 Explain why public goods are not privately owned.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> Define and distinguish between Producers and Consumers. Define and distinguish between Goods and Services. Define and give examples of the three types of productive resources. Explain how scarcity requires people to make choices (opportunity costs) to satisfy their wants. Explain specialization and list its advantages and weaknesses. Explain the concept of supply and demand and its relationship to price of goods. Describe the role government has in a market economic system. 	

NHA Social Studies Unit: US Regions Studies

Grade Four

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Regions</p> <ul style="list-style-type: none"> Regions are areas with places which share similar features and processes The United States can be broken into different types of regions <ul style="list-style-type: none"> Regions of the U.S are described in various terms or ways <ul style="list-style-type: none"> By landforms (e.g. Rocky Mountain Region; Plains Region, Mid-West can also be known as Great Lakes region) By political description (e.g. Northeast as New England etc) Described in a variety of ways according to the source of information: economic information, geographic information, climate information, vegetation/land use information etc <p>US Region – The Northeast</p> <ul style="list-style-type: none"> Political Features <ul style="list-style-type: none"> State Boundaries (& Capitals) <ul style="list-style-type: none"> Maine (Augusta) New Hampshire (Concord) Vermont (Montpelier) Massachusetts (Boston) Connecticut (Hartford) Rhode Island (Providence) New York (Albany) New Jersey (Trenton) Pennsylvania (Harrisburg) Delaware (Dover) Maryland (Annapolis) Major Cities: location <ul style="list-style-type: none"> Boston New York City Philadelphia Baltimore Washington D.C. Physical Features <ul style="list-style-type: none"> Landforms <ul style="list-style-type: none"> Mountain Ranges Bodies of Water <ul style="list-style-type: none"> Atlantic Coastline Major Lakes Major Rivers Significant Events <ul style="list-style-type: none"> Exploration Colonization The Revolutionary War <p>US Region – The Southeast (or South)</p> <ul style="list-style-type: none"> Political Features 	<p>Geography</p> <p>4-G2.0.1 Describe ways in which the United States can be divided into different regions.</p> <p>4-G2.0.2 Compare human and physical characteristics of a region to which Michigan belongs with those of another region in the United States.</p> <p>4-G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.</p>

<ul style="list-style-type: none"> - State Boundaries (& Capitals) <ul style="list-style-type: none"> • West Virginia (Charleston) • Virginia (Richmond) • Kentucky (Frankfort) • Tennessee (Nashville) • North Carolina (Raleigh) • South Carolina (Columbia) • Arkansas (Little Rock) • Mississippi (Jackson) • Alabama (Montgomery) • Georgia (Atlanta) • Louisiana (Baton Rouge) • Florida (Tallahassee) - Major Cities: location <ul style="list-style-type: none"> • Richmond • Memphis • Montgomery • Atlanta • New Orleans • Physical Features <ul style="list-style-type: none"> - Landforms <ul style="list-style-type: none"> • Mountain Ranges • Atlantic Coastal Plain - Bodies of Water <ul style="list-style-type: none"> • Atlantic Coastline • Gulf of Mexico • Swamps: everglades • Major Rivers • Significant Events <ul style="list-style-type: none"> - First Settlements & Colonies: St Augustine, Lost Colony & Jamestown - The Civil War - Civil Rights Movement - Hurricane Katrina <p>US Region – The Mid-West</p> <ul style="list-style-type: none"> • Political Features <ul style="list-style-type: none"> - State Boundaries (& Capitals) <ul style="list-style-type: none"> • Minnesota (St. Paul) • Wisconsin (Madison) • Michigan (Lansing) • Iowa (Des Moines) • Illinois (Springfield) • Indiana (Indianapolis) • Ohio (Columbus) • Missouri (Jefferson City) - Major Cities: location <ul style="list-style-type: none"> • Detroit • Chicago • Indianapolis 	
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- Cleveland
- St Louis
- Physical Features
 - Landforms
 - Central Plains
 - Bodies of Water
 - Great Lakes
 - Soo Canal
 - Major Rivers
- Significant Events
 - Northwest Territory
 - Industrial Revolution
 - John Deere
 - The Automobile

US Region – The Plains (or Great Plains)

- Political Features
 - State Boundaries (& Capitals)
 - North Dakota (Bismarck)
 - South Dakota (Pierre)
 - Nebraska (Lincoln)
 - Kansas (Topeka)
 - Major Cities: location
 - Kansas City
- Physical Features
 - Landforms
 - Rolling Plains
 - Badlands
 - Bodies of Water
 - Major Rivers
- Significant Events
 - Louisiana Purchase
 - Homestead Act 1862
 - Indian Territory and Conflict

US Region – The Southwest

- Political Features
 - State Boundaries (& Capitals)
 - Oklahoma (Oklahoma City)
 - Arizona (Phoenix)
 - New Mexico (Santa Fe)
 - Texas (Austin)
 - Major Cities: location
 - Phoenix
 - Dallas
 - Houston
- Physical Features
 - Landforms
 - Canyons
 - Deserts

- Savannas
- Bodies of Water
 - Major Rivers
- Significant Events
 - Spanish Missions
 - The Alamo
 - Border control and illegal immigrants

US Region – Rocky Mountain

- Political Features
 - State Boundaries (& Capitals)
 - Nevada (Carson City)
 - Idaho (Boise)
 - Montana (Helena)
 - Wyoming (Cheyenne)
 - Utah (Salt Lake City)
 - Colorado (Denver)
 - Major Cities: location
 - Boise
 - Salt Lake City
 - Denver
- Physical Features
 - Landforms
 - Mountain Ranges
 - Great Basin
 - Bodies of Water
 - Major Rivers
 - Major Lakes
 - Geyser & hot springs
- Significant Events
 - Lewis and Clark Exploration
 - Mining and “Boomtowns”
 - Transcontinental Railroad

US Region – Pacific (or West Coast)

- Political Features
 - State Boundaries (& Capitals)
 - Alaska (Juneau)
 - Washington (Olympia)
 - Oregon (Salem)
 - California (Sacramento)
 - Hawaii (Honolulu)
 - Major Cities: location
 - Seattle
 - Portland
 - San Francisco
 - Los Angeles
- Physical Features
 - Landforms
 - Mountain Ranges

<ul style="list-style-type: none"> • Volcanoes • Plate tectonics: San Andreas Fault - Bodies of Water <ul style="list-style-type: none"> • Pacific Coastline • Major Rivers • Significant Events <ul style="list-style-type: none"> - Oregon Trail - Discovery of Gold - Westward Movement & Settlement - Indian Removal: Reservations 	
NHA Unit Objectives	
<ul style="list-style-type: none"> • Define regions and give examples. • Describe how the United States is broken up into regions. • Identify and label the political features of the Northeast region (states, capitals and major cities) on a map. • Identify and label the major physical features (landforms and bodies of water) of the Northeast on a map. • Order significant historical events of the United States by region. (Repeated for each region on a timeline) • Identify and label the political features of the Southeast region (states, capitals and major cities) on a map. • Identify and label the major physical features (landforms and bodies of water) of the Southeast on a map. • Identify and label the political features of the Mid-West region (states, capitals and major cities) on a map. • Identify and label the major physical features (landforms and bodies of water) of the Mid-West on a map. • Identify and label the political features of the Great Plains region (states, capitals and major cities) on a map. • Identify and label the major physical features (landforms and bodies of water) of the Great Plains on a map. • Identify and label the political features of the Southwest region (states, capitals and major cities) on a map. • Identify and label the major physical features (landforms and bodies of water) of the Southwest on a map. • Identify and label the political features of the Rocky Mountain region (states, capitals and major cities) on a map. • Identify and label the physical features (landforms and bodies of water) of the Rocky Mountain region on a map. • Identify and label the political features of the Pacific region (states, capitals and major cities) on a map. • Identify and label the major physical features (landforms and bodies of water) of the Pacific on a map. 	

NHA Social Studies Unit: Michigan State Studies

Grade Four

NHA Social Studies Content	Michigan Grade Level Content Expectations
Geography of the State <ul style="list-style-type: none"> Apply the Five Themes of Geography to the State <ul style="list-style-type: none"> Location: Locate major physical and political features <ul style="list-style-type: none"> Mountains, lakes, rivers, other unique landforms State Capital City, other major cities, bordering states and/or countries Specific towns and places relative to students Place: Describe the characteristics of places and the people who live there <ul style="list-style-type: none"> Climate & weather, landforms, bodies of water, cultures and settlement of people including language-race-ethnicity Human-Environment Interaction: Describe how the environment impacts the way people live and how humans alter the environment <ul style="list-style-type: none"> Climate and weather on clothing, housing styles, recreational activity and food choice Location, use and importance of natural resources Development of roads, buildings and cities Movement: Describe some of the major movements of materials, people, or ideas among places <ul style="list-style-type: none"> Migration Tourism Transportation routes Region: Describe areas which share similar features <ul style="list-style-type: none"> Environmental regions (e.g. landforms and climate) Cultural regions (e.g. cities - urban, suburban, rural) Economic region (e.g. industries, farming) 	Geography <p>3-G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.</p> <p>3-G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.</p> <p>3-G2.0.2 Describe different regions to which Michigan belongs.</p> <p>3-G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture, manufacturing, services and tourism, research and development and explain the factors influencing the location of these economic activities.</p> <p>3-G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came.</p> <p>3-G4.0.3 Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements.</p> <p>3-G4.0.4 Use data and current information about Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.</p> <p>3-G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.</p> <p>3-G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan.</p> History <p>3-H3.0.3 Describe the causal relationship between three events in Michigan's past.</p> <p>3-H3.0.4 Draw upon traditional stories of American Indians who lived in Michigan in order to make generalizations about their beliefs.</p> <p>3-H3.0.5 Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.</p> <p>3-H3.0.6 Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.</p> <p>3-H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan.</p> <p>3-H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.</p> <p>3-H3.0.9 Describe how Michigan attained statehood.</p> <p>3-H3.0.10 Create a timeline to sequence early Michigan history.</p> Civics and Government <p>3-C1.0.1 Give an example of how Michigan state government fulfills some of the purposes of government.</p> <p>3-C3.0.1 Distinguish between the roles of state and local government.</p> <p>3-C3.0.3 Identify the three branches of state government in Michigan and the powers of each.</p> <p>3-C3.0.5 Describe the purpose of the Michigan Constitution.</p> <p>3-C5.0.1 Identify rights and responsibilities of citizenship.</p> <p>4-C1.0.2 Explain probable consequences of an absence of government and of rules and laws.</p> <p>4-C1.0.3 Describe the purposes of government as identified in the Preamble of the Constitution.</p> <p>4-C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as</p>
History of the State <p><i>NB: State Standards may list specific knowledge that may be used within the following categories of learning:</i></p> <ul style="list-style-type: none"> Native Americans: Origins and Culture <ul style="list-style-type: none"> First inhabitants Name and locate particular tribes inhabiting the state Relationship with the environment: food, clothing, shelter, etc Culture: customs, traditions, arts etc Important accomplishments or contributions Exploration & Settlement <ul style="list-style-type: none"> Explorers through the state and motivations Impact of exploration: social, cultural, economic, political, and geographic First settlers who migrated to the state and motivations Major historical events in the state in chronological order <ul style="list-style-type: none"> The role of the state in significant national events Specific national events that influenced the state Events may include but is not limited to: <ul style="list-style-type: none"> The Colonial period: lifestyles The Revolutionary Periods: key individuals or groups The American Revolution: key events and people Statehood: key events and people 	

- The Civil War: key events and people
- Industrial Growth and Expansion: key events and people in agricultural, industrial and business development
- Immigration
- Urbanization: economic, political and social impacts
- World War I & II
- The Great Depression
- Civil Rights Movement

Economics

- Major products (goods), services and industries produced by the State
 - Natural Resources
 - State specialization
- State Trade: major imports and exports

Civics & Government

- Origins & Purposes of Government
 - Mayflower Compact: established a form of self-government for the Pilgrims
 - Declaration of Independence
 - Constitutions
 - Preambles
 - Democracy: government run by the people where supreme power is given to the citizens
 - To protect rights of individuals, maintain order, and promote the common good
 - Bill of Rights: the first ten amendments guaranteeing individual freedoms
- Levels & Function of Government
 - Local, State & Federal
 - State and US Constitution
 - Structure and function of the branches of government: Checks and Balances to limit power
 - Legislative Branch: Congress – makes laws
 - Executive Branch: Office of President – carries out laws
 - Judicial Branch: Supreme Court – interprets laws
- Citizenship
 - Fundamental values of our American democracy: Core Democratic Values
 - Life: Each person has the right to the protection of life.
 - Liberty: Includes the freedom to believe what you want, freedom to choose your own friends, and to have your own ideas and opinions, to express your ideas in public, the right for people to meet in groups, and the right to have any lawful job or business.
 - Pursuit of Happiness: Each person can find happiness in their own way, so long as they do not step on the rights of others.
 - Common Good: People should work together for the good of all. The government should make laws that are good for everyone.
 - Justice: All people should be treated fairly in getting the advantages and disadvantages of our country. No group or person should be favored.
 - Diversity: Differences in language, dress, food, where parents or grandparents were born, race, and religion are not only allowed but accepted as important.
 - Equality: Everyone should get the same treatment regardless of where your parents or grandparents were born, your race or religion, or how much money you have. All

reflected in the Constitution and Bill of Rights.

4-C2.0.2 Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved.

4-C3.0.1 Give examples of ways the Constitution limits the powers of the federal government.

4-C3.0.3 Describe the organizational structure of the federal government in the United States.

4-C3.0.4 Describe how the powers of the federal government are separated among the branches.

4-C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government.

4-C5.0.1 Explain responsibilities of citizenship.

4-C5.0.2 Describe the relationship between rights and responsibilities of citizenship.

Economics

3-E2.0.1 Using a Michigan example, describe how specialization leads to increased interdependence.

Public Discourse, Decision Making, and Citizen Involvement

4-P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.

<ul style="list-style-type: none"> people have political, social and economic equality. • Truth: The government and citizens should not lie. • Popular Sovereignty: The power of the government comes from the people. • Patriotism: A devotion to our country and the core democratic values in word or deed. • Rule of Law: Both the government and the people must obey the law. - Citizenship Rights <ul style="list-style-type: none"> • 1st Amendment rights • Opportunities to be educated - Citizenship Responsibilities <ul style="list-style-type: none"> • Knowing your Representatives at local, state and national levels • Understanding and participating in the election process and voting • Know major state offices, duties and how they are chosen (elected or appointed) <ul style="list-style-type: none"> - Governor, Lieutenant Governor, Chief justice, Attorney General, Secretary of State, etc <p>Culture</p> <ul style="list-style-type: none"> • Cultural Characteristics of various peoples, regions in the state <p>Current Events</p> <ul style="list-style-type: none"> • Examine current state issues in the news 	
NHA Unit Objectives	

NHA Social Studies Michigan Alignment

Grade Four

Grade Level Content Expectations Taught at Another Grade Level

NHA Grade 3

- 4-G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors. (13 Colonies – Life and Times Before the Revolution Unit)
- 4-G5.0.1 Assess the positive and negative effects of human activities on the physical environment of the United States. (Geography Unit)
- 4-E1.0.3 Describe how positive and negative incentives influence behavior in a market economy. (Economics Unit)

NHA Grade 5

- 4-C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes of government. (Economics Unit)
- 4-E1.0.2 Describe some characteristics of a market economy. (Economics Unit)
- 4-E1.0.4 Explain how price effects decisions about purchasing goods and services. (Economics Unit)
- 4-E1.0.5 Explain how specialization and division of labor increase productivity. (Economics Unit)
- 4-E1.0.6 Explain how competition among buyers results in higher prices and competition among sellers results in lower prices. (Economics Unit)

Grade Level Content Expectations Taught in Other Subjects

English – Language Arts

None apply.

Science

None apply.

Mathematics

None apply.

Grade Level Content Expectations Not Specifically Addressed

- 4-G1.0.1 Identify questions geographers ask in examining the United States.
- 4-C1.0.1 Identify questions political scientists ask in examining the United States.
- 4-C3.0.2 Give examples of powers granted to the federal government and those reserved for the states.
- 4-C3.0.6 Describe how the President, members of Congress, and justices of the Supreme Court come to power.
- 4-C5.0.3 Explain why rights have limits.
- 4-C5.0.4 Describe ways citizens can work together to promote the values and principles of American democracy.
- 4-E1.0.1 Identify questions economists ask in examining the United States.
- 4-E1.0.7 Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.
- 4-E2.0.1 Explain how changes in the United States economy impacts levels of employment and unemployment.
- 4-E3.0.1 Describe how global competition affects the national economy.
- 4-P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.
- 4-P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.
- 4-P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.
- 4-P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
- 4-P4.2.2 Participate in projects to help or inform others.

GRADE FIVE
Social Studies Grade Level Content
Michigan Alignment

NHA Social Studies Unit: Geography

Grade Five

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Maps & Globes: Characteristics & Terms</p> <ul style="list-style-type: none"> • Map Title • Map Key or Legend • Scale • Map Grid • Using longitude and latitude, coordinates, degrees • Tropic of Cancer and Tropic of Capricorn • Equator • Time Zones <ul style="list-style-type: none"> - Prime Meridian (0 degrees): Greenwich, England - 180° Line (International Date Line) • Directions: N, NE, NW, S, SE, SW, etc • Distance using different map scales <ul style="list-style-type: none"> - Miles/Kilometers - Distance in time <p>Types of Maps</p> <ul style="list-style-type: none"> • Political • Physical • Relief (elevations and depressions) & Contour • Climate • Natural Resources/Land Use • Population • Time Zone • Road Maps • Historical • Sketch <p>5 Themes of Geography</p> <ul style="list-style-type: none"> • Location: Where places are located • Place: Description of characteristics of places and the people who live there • Human / Environment Interaction: How people have changed their environment or how the environment influences the way people live • Movement: The relationship among places – movement of materials, people, or ideas among these places • Region: An area with places which share similar features and processes <p>Geography of the United States</p> <ul style="list-style-type: none"> • Political and physical features <ul style="list-style-type: none"> - The United States and bordering countries - The 50 States - Major Cities - The Appalachian, Rocky, and Sierra Nevada Mountains - The Mississippi, Missouri, Columbia, Rio Grande and St Lawrence Rivers - The Great Lakes - Pacific and Atlantic Ocean - Gulf of Mexico 	<p>There are no Michigan GLCEs that meet this NHA content.</p>

<ul style="list-style-type: none"> Regions of the United States: Northeast, Southeast (or South), Midwest, Plains (or Great Plains), Southwest, Rocky Mountain, Pacific (or West coast) <p>Geographic Tools and Information Resources</p> <ul style="list-style-type: none"> Graphs <ul style="list-style-type: none"> Line Bar Picture Pie Geographic Representation <ul style="list-style-type: none"> Aerial photographs Satellite-produced images Use a variety of sources when finding information in the study of geography <ul style="list-style-type: none"> Print sources such as atlases, books, magazines, newspapers Electronic media such as radio, television, on-line websites and databases 	
<p style="text-align: center;">NHA Unit Objectives</p> <ul style="list-style-type: none"> Identify the terms and parts of various maps including: Title, Key/Legend, Scale, Grid, lines of latitude & longitude etc. Demonstrate that lines of latitude & longitude are measured in degrees of a circle by precisely locating places. Identify significant lines of latitude (Equator, Tropic of Cancer & Capricorn) and longitude (Prime Meridian etc) on maps and globes. Locate the relative location of places using the compass rose. Use a variety of map scales to measure the distance of places. Identify and use a variety of maps. Apply the Five Themes of Geography to their State. Locate the main political and physical features of the United States. Locate regions of the United States and identify unique features (e.g. physical or human characteristics; climate & weather; cultural aspects etc) of each region. 	

NHA Social Studies Unit: Economics

Grade Five

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Producers & Consumers (Review)</p> <ul style="list-style-type: none"> Distinguish between the two <p>Goods & Services (Review)</p> <ul style="list-style-type: none"> Distinguish between the two <p>Money (Personal Choices and Practices)</p> <ul style="list-style-type: none"> Budgets <ul style="list-style-type: none"> Spending Saving Credit <p>Resources and Productivity (Business Choices & Practices)</p> <ul style="list-style-type: none"> Productive Resources <ul style="list-style-type: none"> Natural Resources: definition & example Human Resources: definition & example Capital Resources: definition & example Labor (Human) Productivity <ul style="list-style-type: none"> May be increased through specialization May be increased through division of labor Labor (Human) Resources <ul style="list-style-type: none"> May be improved through education & training <p>Economic Systems: Differentiate between major economic systems including advantages and disadvantages</p> <ul style="list-style-type: none"> Market System (Capitalism) <ul style="list-style-type: none"> System used by the United States Command System (Socialism/Communism) Traditional (Tribal/Family & Hierarchical – based on customs, beliefs, religion, habit etc) The U.S. as one world economic leader <ul style="list-style-type: none"> Major products (goods), services and industries of the United States Trade: Major exports and imports of the United States Role of Local, State & Federal Governments <ul style="list-style-type: none"> Limited budgets and may pay for goods and services through taxation or borrowing <p>Market Economy</p> <ul style="list-style-type: none"> Relationship between supply, demand and price in a competitive market Competition among producers/sellers results <ul style="list-style-type: none"> In lower costs and prices higher product quality better customer service Competition among consumers/buyers results in higher product prices Banks <ul style="list-style-type: none"> Key role in providing currency and other forms of money to customers Intermediaries between savers and borrowers: funds are channeled from savers to borrowers 	<p>Civics and Government</p> <p>4-C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes of government.</p> <p>Economics</p> <p>4-E1.0.2 Describe some characteristics of a market economy.</p> <p>4-E1.0.4 Explain how price effects decisions about purchasing goods and services.</p> <p>4-E1.0.5 Explain how specialization and division of labor increase productivity.</p> <p>4-E1.0.6 Explain how competition among buyers results in higher prices and competition among sellers results in lower prices.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> Distinguish between Producers and Consumers. Distinguish between Goods and Services. 	

- Identify the elements of a personal budget and explain how they will make decisions for spending and saving.
- Explain credit.
- Identify examples of different productive resources.
- Explain how labor productivity can be increased.
- Describe how labor resources (human) productivity can be improved.
- Evaluate how the major economic systems of the world meet basic needs and wants.
- Detail the major products, services, industries of the United States.
- Explain trade and identify major imports and exports of the United States.
- Identify government activities that affect the economy.
- Describe the relationship between supply, demand and price in a market economy.
- Analyze and describe how competition in a market economy affects consumers.
- Explain the role and characteristics of banks.

NHA Social Studies Unit: Native American Cultures

Grade Five

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Bering Strait</p> <ul style="list-style-type: none"> Asian migration through/to North America across a land bridge <p>Native American Regions</p> <ul style="list-style-type: none"> Compare main characteristics and lifestyles (shelter, food, clothing, natural resources, tribes) of North American Indian groups <ul style="list-style-type: none"> Northeast Woodlands (Iroquois League – Confederation) Southeast Plains Great Basin & Plateau Southwest Pacific Northwest 	<p>5-U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).</p> <p>5-U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.</p> <p>5-U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> Describe the probable path Native Americans followed to and through the Americas from Asia. Compare how location and physical geography affected cultural patterns of Native American Indian groups. 	

NHA Social Studies Unit: Early Exploration of North America

Grade Five

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>The Vikings</p> <ul style="list-style-type: none"> • Leif Ericson <p>Explorer Motivations</p> <ul style="list-style-type: none"> • Economic Opportunity • Missionary Zeal • Improvements in technology <ul style="list-style-type: none"> - Astrolabe & Compass - Improved Maps <p>Explorers</p> <ul style="list-style-type: none"> • Portuguese <ul style="list-style-type: none"> - Henry the Navigator - West Africa: gold, ivory & slaves • Spanish <ul style="list-style-type: none"> - Columbus - Ponce de Leon - De Soto - Coronado • French & English search for the Northwest Passage: Spanish control of Central/South America forced them to explore further north <ul style="list-style-type: none"> - Cartier & Champlain (French) - Cabot & Hudson (England) <p>European Land Claims</p> <ul style="list-style-type: none"> • Development of “New England”, “New France”, “New Netherland,” and “New Spain” <p>Columbian Exchange</p> <ul style="list-style-type: none"> • Effect on Native Americans, Europeans and Africans 	<p>5-U1.2.1 Explain the technological, and political developments, that made sea exploration possible.</p> <p>5-U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas.</p> <p>5-U1.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> • Determine who first discovered the Americas – Vikings or Columbus. • Describe the motivations of Europeans to explore. • Explain how advances in technology gave Europeans confidence to explore. • Explain Portugal’s role in world exploration and their affect on West African life. • Explain Spanish exploration of the New World. • Describe French and English exploration of the New World. • Identify the land areas claimed by Europeans and explain the basis of claims. • Describe the outcomes of European contact with the New World. 	

NHA Social Studies Unit: Colonization

Grade Five

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Spanish Colonies</p> <ul style="list-style-type: none"> St Augustine Settlement – established by the military <p>French Colonies</p> <ul style="list-style-type: none"> Quebec <p>English Colonies</p> <ul style="list-style-type: none"> Earliest Colonies <ul style="list-style-type: none"> Roanoke Jamestown <ul style="list-style-type: none"> House of Burgesses The 13 English Colonies: New England, Middle Atlantic & Southern Colonies: Were settled for a variety of economic, political, and religious reasons <ul style="list-style-type: none"> Settlement Patterns of each Colony: Who? When? Why? <ul style="list-style-type: none"> Including England's take-over of New Netherlands Geographical Characteristics Religion <ul style="list-style-type: none"> Separatists (Pilgrims) Puritans Quakers Social Characteristics <ul style="list-style-type: none"> Hierarchical Social Order Nuclear families Indentured servants and free black communities Plantations and slave labor in the South Economics: Triangle Trade Politics/Government: Mayflower Compact <ul style="list-style-type: none"> Established a form of self-government for the Pilgrims Relations with Native Americans <ul style="list-style-type: none"> Pequot/King Philips War (New England) Powhatan (South) 	<p>5-U2.1.1 Describe significant developments in the Southern colonies, including</p> <ul style="list-style-type: none"> Patterns of settlement and control including the impact of geography on settlement Establishment of Jamestown Development of one-crop economies Relationships with American Indians Development of colonial representative assemblies Development of slavery <p>5-U2.1.2 Describe significant developments in the New England colonies, including</p> <ul style="list-style-type: none"> Patterns of settlement and control including the impact of geography on settlement Relations with American Indians Growth of agricultural and non-agricultural economies The development of government including establishment of town meetings, development of colonial legislatures and growth of royal government Religious tensions in Massachusetts that led to the establishment of other colonies in New England <p>5-U2.1.3 Describe significant developments in the Middle Colonies, including</p> <ul style="list-style-type: none"> Patterns of settlement and control including the impact of geography on settlement The growth of Middle Colonies economies The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies Immigration patterns leading to ethnic diversity in the Middle Colonies <p>5-U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies.</p> <p>5-U2.2.1 Describe Triangular Trade including</p> <ul style="list-style-type: none"> The trade routes The people and goods that were traded The Middle Passage Its impact on life in Africa <p>5-U2.2.2 Describe life of enslaved Africans and free Africans in the American colonies.</p> <p>5-U2.2.3 Describe how Africans living in North America drew upon their African past and adapted elements of new cultures to develop a distinct African-American culture.</p> <p>5-U2.3.1 Locate the New England, Middle, and Southern colonies on a map.</p> <p>5-U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern Colonies.</p> <p>5-U2.3.4 Describe the development of the emerging labor force in the colonies.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> Locate and compare early English settlements (Roanoke/Jamestown) with early Spanish (St. Augustine/Santa Fe) and French (Quebec) settlements. Explain the significance of the House of Burgesses. Compare and contrast the three English colonial regions in terms of patterns of settlement, geography, religion, social characteristics and economics. Examine the causes and consequences of the establishment of slavery. Explain the Atlantic Trade system (Triangle Trade). Explain the importance of the Mayflower Compact. Describe relations with Native Americans in different colonial regions. 	

NHA Social Studies Unit: The Revolutionary War

Grade Five

NHA Social Studies Content	Michigan Grade Level Content Expectations
Background Causes <ul style="list-style-type: none"> War Debt (French and Indian War) Taxation without Representation <ul style="list-style-type: none"> Stamp Act Tea Act “Intolerable Acts” Shift from Protest to Separation <ul style="list-style-type: none"> Public Forum Shaped Attitudes <ul style="list-style-type: none"> Political Bodies <ul style="list-style-type: none"> Sons of Liberty Committees of Correspondence Publications <ul style="list-style-type: none"> Thomas Paine & “Common Sense” Public Display & Demonstration <ul style="list-style-type: none"> Boston Tea Party Wide variety of viewpoints <ul style="list-style-type: none"> Loyalists & Patriots Early Confrontations <ul style="list-style-type: none"> Boston Massacre Lexington & Concord Continental Congress’ <ul style="list-style-type: none"> Continental Army <ul style="list-style-type: none"> George Washington Declaration of Independence Significant Battles <ul style="list-style-type: none"> Saratoga Yorktown Important Leaders <ul style="list-style-type: none"> Samuel Adams John Adams John Hancock Benjamin Franklin Thomas Jefferson George Washington <ul style="list-style-type: none"> Valley Forge <ul style="list-style-type: none"> Against the elements & morale: Washington’s Leadership The Continental Army <ul style="list-style-type: none"> Advantages <ul style="list-style-type: none"> Familiar with the land - tactics Access to resources/supplies Motivation - freedom Disadvantages <ul style="list-style-type: none"> Training and Discipline Financing 	5-U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. 5-U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre. 5-U3.1.3 Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed. 5-U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies. 5-U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. 5-U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine. 5-U3.1.7 Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence. 5-U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. 5-U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution. 5-U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war. 5-U3.2.4 Describe the significance of the Treaty of Paris

<p>The British Army</p> <ul style="list-style-type: none"> Advantages <ul style="list-style-type: none"> Professional & Trained Disadvantages <ul style="list-style-type: none"> Hostile surroundings and environment <p>Allies in the War</p> <ul style="list-style-type: none"> Assistance of women, African Americans Countries <ul style="list-style-type: none"> France (mainly) <p>Treaty of Paris</p> <ul style="list-style-type: none"> British give up claims to govern 	
NHA Unit Objectives	
<ul style="list-style-type: none"> Identify the background causes of the war with Britain. Explain how “taxation without representation” became a major cause of the revolution. Explain how colonist attitudes of protest changed over time to separation. Compare and contrast British loyalist and American patriot views. Describe early confrontations between the British and Colonists. Describe the significance of the First and Second Continental Congress. Describe the main principles and significance of the Declaration of Independence. Describe the importance of major battles of the war. Identify and describe the role of American leaders. Identify a Moral Focus area that describes Washington’s leadership. Compare and contrast the Continental and British armies by examining the advantages and disadvantages each had. Compare the roles individuals and nations had in shaping the outcomes of the war. Describe the major changes in America as a result of the Treaty of Paris. 	

NHA Social Studies Unit: The U.S. Constitution and Government

Grade Five

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Early Self-Governance</p> <ul style="list-style-type: none"> Articles of Confederation <ul style="list-style-type: none"> The first government of the United States that failed because the federal government did not have enough power. Each state had equal representation Power to: make war/peace, pass laws Weakness of: Difficulty in passing legislation, lack of taxing power <p>Constitutional Convention</p> <ul style="list-style-type: none"> The Constitution: “Supreme law of the Land” <ul style="list-style-type: none"> James Madison Purpose of Government <ul style="list-style-type: none"> To protect rights of individuals, maintain order, and promote the common good 3 Branches of Government: Checks and Balances to Limit Power <ul style="list-style-type: none"> Legislative Branch: Congress - made up of the Senate & House of Reps creates laws Executive Branch: Office of President – carries out laws made by the legislative branch Judicial Branch: Supreme Court – interprets laws made by the legislative branch to determine if they are constitutional The Bill of Rights: The first ten amendments guaranteeing individual freedoms Citizenship <ul style="list-style-type: none"> Attained by birth or naturalization Rights: As stated in the Bill of Rights Responsibilities: Obeying laws, paying taxes, involvement in elections, voting etc Citizens are the source of the governments authority; run directly by people through elected representatives <p>Current Events</p> <ul style="list-style-type: none"> Constitutional issues, civic responsibilities, individual rights etc 	<p>5-U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation.</p> <p>5-U3.3.2 Give examples of problems the country faced under the Articles of Confederation.</p> <p>5-U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written.</p> <p>5-U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution.</p> <p>5-U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of the Bill of Rights was needed for ratification.</p> <p>5-U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.</p> <p>5-P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.</p> <p>5-P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.</p> <p>5-P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> Describe the powers of the national government and state governments under the Articles of Confederation. Explain why the Constitutional Convention was convened and why the Constitution was written. Summarize the principles and purposes of government in the Preamble to the Constitution of the United States. Apply their understanding of the Constitutional separation of powers and system of check and balances. Explain why people believed the Bill of Rights was necessary. Describe the rights found in the First, Second, Third, and Fourth Amendments to the Constitution. Explain what citizenship in the United States is. Use a variety of information resources to identify and explain contemporary issues that involve the Constitution and citizens. 	

NHA Social Studies Unit: Westward Expansion and Growth

Grade Five

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Louisiana Purchase</p> <ul style="list-style-type: none"> • Purchased from France • Authorized by Thomas Jefferson • Explored by Lewis & Clark <p>War of 1812</p> <ul style="list-style-type: none"> • Causes <ul style="list-style-type: none"> - British trade barriers/obstacles - Impressment of American sailors by British ships • Second War of Independence • Francis Scott Key & “Star Spangled Banner” <p>Westward Migration</p> <ul style="list-style-type: none"> • Manifest Destiny <ul style="list-style-type: none"> - Right, belief and divine mission in expansionism • Pioneers <ul style="list-style-type: none"> - Santa Fe Trail & Oregon Trail - Mormons Settle in Utah - 49er’s and California • Responses of Native Americans <ul style="list-style-type: none"> - Resistance 	<p>There are no Michigan GLCEs that meet this NHA content.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> • Explain what the Louisiana Purchase was. • Examine the achievements of Lewis and Clark. • Analyze the War of 1812. • Identify the origin of the American national anthem. • Define and explain Manifest Destiny. • Identify reasons people moved west. • Describe the impact and outcomes of white settlers migrating west on Native Americans. 	

NHA Social Studies Unit: Introduction to the Civil War

Grade Five

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Events leading to War</p> <ul style="list-style-type: none"> Industrial North versus agricultural South Missouri Compromise of 1820 Compromise of 1850 Publication of <i>Uncle Tom's Cabin</i> (1852) Slavery as an institution Kansas-Nebraska Act (1854) Abolitionists Election of Abraham Lincoln as President (1860) <p>Secession</p> <ul style="list-style-type: none"> The Confederate States of America <ul style="list-style-type: none"> Firing on Fort Sumter <p>Major Battles</p> <ul style="list-style-type: none"> Antietam Gettysburg <ul style="list-style-type: none"> Gettysburg Address <p>Social Issues</p> <ul style="list-style-type: none"> The Underground Railroad <ul style="list-style-type: none"> Harriett Tubman Emancipation Proclamation <p>Major Personalities</p> <ul style="list-style-type: none"> Abraham Lincoln Jefferson Davis Ulysses S. Grant Robert E. Lee <p>Concluding Events</p> <ul style="list-style-type: none"> Surrender at Appomattox Assassination of Lincoln 	<p>There are no Michigan GLCEs that meet this NHA content.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> Locate northern and southern states on a map and describe the major differences in resources, industries and products. Determine and explain how issues divided the North and South. Explain the formation of the Confederacy. Describe the background and significance of major battles in the war. Read and explain the essence of the Gettysburg Address. Explain how the Underground Railroad worked. Comprehend the immediate impact and significance of the Emancipation Proclamation. Describe the strengths and weaknesses of various leaders from the north and South. Describe the concluding events of the Civil War. 	

NHA Social Studies Michigan Alignment

Grade Five

Grade Level Content Expectations Taught at Another Grade Level

No 5th Grade GLCEs apply at another grade level.

Grade Level Content Expectations Taught in Other Subjects

English – Language Arts

None apply.

Science

None apply.

Mathematics

None apply.

Grade Level Content Expectations Not Specifically Addressed

5-U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).

5-U1.3.2 Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.

5-U1.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups.

5-U1.4.2 Use primary and secondary sources to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.

5-U1.4.3 Explain the impact of European contact in American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.

5-U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people.

5-U2.3.5 Make generalizations about the reasons for regional differences in colonial America.

5-U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

5-U3.3.4 Describe the issue over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution.

5-U3.3.5 Give reasons why the Framers wanted to limit the power of government.

5-P3.3.1 Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.

5-P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

5-P4.2.2 Participate in projects to help or inform others.

GRADE SIX - SEVEN
Social Studies Grade Level Content
Michigan Alignment

NHA Social Studies Unit: Geography

Grade Six

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Maps Review</p> <ul style="list-style-type: none"> Read and use a variety of maps <ul style="list-style-type: none"> Political Physical Relief (elevations and depressions) & Contour Climate Natural Resources/Land Use Population Time Zone Road Maps Historical Sketch <p>Explain the 5 Themes of Geography thru the Continent(s) or Hemisphere being studied - <i>(It may also be explained when examining “Current Events” of the Continent/Hemisphere being studied)</i></p> <ul style="list-style-type: none"> Location Place Human / Environment Interaction Movement Region <p>The Environment & Society</p> <ul style="list-style-type: none"> Impact of natural disasters on the environment and human population <ul style="list-style-type: none"> Volcanic eruptions Hurricanes/Tornadoes Earthquakes Mudslides Human responses in preparing for natural disasters <ul style="list-style-type: none"> Earthquake monitoring House Construction Shelters Evacuation Routes <p>Movement</p> <ul style="list-style-type: none"> Push and pull factors that cause people to migrate <ul style="list-style-type: none"> Oppression/Freedom Poverty/Economic Opportunity Cultural Ties Political Conflicts Environmental Factors Consequences of migration on places <ul style="list-style-type: none"> Urbanization Desertification Deforestation <p>World Conflict & Cooperation - <i>(This may be covered when examining “Current Events” of the Continent/Hemisphere being studied as much newsworthy content relates to cooperation and conflict in the world)</i></p>	<p>Geography</p> <p>6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.</p> <p>6 – G1.2.3 Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.</p> <p>6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> <p>6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).</p> <p>6 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change.</p> <p>6 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.</p> <ul style="list-style-type: none"> Natural Disasters – Investigate the significance of natural disasters and describe the effects on human and physical systems, and the economy, and the responsibilities of government. Migration – Investigate issues arising from international movement of people and the economic, political, and cultural consequences. Human-Environmental Interactions – Investigate how policies from the past and their implementation have had positive or negative consequences for the environment in the future. <p>7 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change.</p> <p>7 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.</p> <ul style="list-style-type: none"> Urbanization – Investigate urbanization and its consequences for the world’s population. <p>Civics and Government</p> <p>6 – C4.3.1 Explain the geopolitical relationships between countries.</p> <p>6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere.</p> <p>6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).</p>

<ul style="list-style-type: none"> Factors that contribute to cooperation within regions and countries – similarities in: <ul style="list-style-type: none"> Religion Language Political Beliefs Values (e.g. life: giving aid) Factors that contribute to conflict within regions and countries: <ul style="list-style-type: none"> Economic competition for scarce resources Boundary Disputes Cultural Differences Control of strategic locations <p>Geographic Tools and Information Resources</p> <ul style="list-style-type: none"> Use a variety of sources when finding information in the study of geography <ul style="list-style-type: none"> Print sources such as atlases, books, magazines, newspapers Electronic media such as radio, television, on-line websites and databases 	
<p style="text-align: center;">NHA Unit Objectives</p> <ul style="list-style-type: none"> Identify and analyze a variety of maps. Explain the Five Themes of Geography. Describe the consequences of physical processes on the earth's surface (natural disasters) including how humans respond and plan their activities. Explain the push and pull factors that motivate people to migrate using a current world event. Describe and explain the consequences of human migration on places. Describe and explain factors that contribute to cooperation within regions and countries. Describe and explain factors that contribute to conflict within regions and countries. 	

NHA Social Studies Unit: Economics

Grade Six

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Money (Personal Choices & Practices) Review</p> <ul style="list-style-type: none"> Budgets <ul style="list-style-type: none"> Spending Saving Credit <p>Extension: Productivity (Business Choices and Practices)</p> <ul style="list-style-type: none"> Measuring Productivity <ul style="list-style-type: none"> Output per worker Output per hour Output per machine Output per unit of land <p>Economic Systems</p> <ul style="list-style-type: none"> Differentiate between major economic systems including advantages and disadvantages Market System (Capitalism) - System used by the United States <ul style="list-style-type: none"> Individual households and business firms make major decisions about production and distribution in a decentralized manner Command System (Socialism/Communism) <ul style="list-style-type: none"> A central authority (government) makes the major decisions about production and distribution Traditional (Tribal/Family & Hierarchical) <ul style="list-style-type: none"> Found in rural/non-developed countries where decisions on what to produce, how much to produce etc are based on customs and traditions Gross Domestic Product (GDP) <ul style="list-style-type: none"> Definition: the value of all final goods and services expressed in dollars, produced within a country's borders in a given year Used as an indicator of the state of the economy Inflation: sustained increase in the average price level of the entire economy <ul style="list-style-type: none"> Reduces the value of money People's purchasing power declines if their incomes increases more slowly than the inflation rate Distinguish between specialized economic institutions <ul style="list-style-type: none"> Sole Proprietorships: a type of business owned by one person Corporations: a type of business organization owned by many people (through shares & stocks) but treated by law as though it were one person Partnerships: a business owned by two or more people Cooperatives: a voluntary association of people formed to carry out some kind of economic activity that will benefit its members Non-Profit Organizations: an organization whose primary objective is to support an issue or matter of private interest or public concern for non-commercial purposes Labor Unions: an association of workers organized to improve wages and working conditions Banks: a financial institution that offers full banking services to individuals and businesses <p>Market Economy (Free Enterprise System)</p> <ul style="list-style-type: none"> Relationship between supply, demand and price in a competitive market Competition among producers/sellers results 	<p>Geography</p> <p>6 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.</p> <p>- Globalization – Investigate the significance of globalization and describe its impact on international economic and political relationships.</p> <p>Economics</p> <p>6 – E2.3.1 Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.</p> <p>6 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production?</p>

<ul style="list-style-type: none"> - In lower costs and prices - higher product quality - better customer service • Competition among consumers/buyers results in higher product prices • Competition is not solely based on price <ul style="list-style-type: none"> - Style and quality differences of products - Advertising - Customer service - Credit policies • Prices <ul style="list-style-type: none"> - The price of any one product is influenced by and also influences the prices of other products • Comprehend categories of earned income <ul style="list-style-type: none"> - Wages - Salaries - Rent - Interest - Profit • Banks <ul style="list-style-type: none"> - Key role in providing currency and other forms of money to customers - Intermediaries between savers and borrowers: funds are channeled from savers to borrowers <p>International Economics</p> <ul style="list-style-type: none"> • Trade <ul style="list-style-type: none"> - International trade promotes greater specialization - Role of trade barriers such as tariffs, quotas, embargos - Free Trade • Exports: goods and services produced in one nation but sold to buyers in another nation • Imports: Goods or services bought from sellers in another nation • Globalization: the act, process or policy of making something worldwide in scope or application <ul style="list-style-type: none"> - increasing interdependence & integration between people, companies and nations across the world in relation to economics, technology, culture etc • Exchange Rate: price of one nation's currency in terms of another nation's currency 	
<p style="text-align: center;">NHA Unit Objectives</p> <ul style="list-style-type: none"> • Create a decision making model for personal money matters. • Describe and evaluate the use of credit. • Develop mathematical equations that describe how productivity is measured. • Evaluate the different economic systems. • Define GDP and explain its use in the economy. • Define inflation and its affect on citizens. • Summarize the differences between various specialized economic institutions. • Describe the relationship between supply, demand and price in a market economy. • Analyze and describe how competition in a market economy affects consumers. • Describe how price is determined. • Define and contrast the different categories of earned income. • Explain the role of banks in the monetary system. • Describe why trade occurs and the affect of international trade. 	

- Explain imports and exports and identify goods and services that have been imported and exported to the United States.
- Evaluate the benefits and costs of globalization.
- Explain an exchange rate and how it works.

NHA Social Studies Unit: Geography

Grade Seven

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Explain the 5 Themes of Geography thru the Continent(s) or Hemisphere being studied - <i>(It may also be explained when examining "Current Events" of the Continent/Hemisphere being studied)</i></p> <ul style="list-style-type: none"> • Location • Place • Human / Environment Interaction • Movement • Region <p>World Conflict & Cooperation - <i>(This may be covered when examining "Current Events" of the Continent/Hemisphere being studied as much newsworthy content relates to cooperation and conflict in the world)</i></p> <ul style="list-style-type: none"> • Factors that contribute to cooperation within regions and countries – similarities in: <ul style="list-style-type: none"> - Religion - Language - Political Beliefs - Values (e.g. life: giving aid) • Factors that contribute to conflict within regions and countries: <ul style="list-style-type: none"> - Economic competition for scarce resources - Boundary Disputes - Cultural Differences - Control of strategic locations 	<p>Geography</p> <p>7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups.</p> <p>7 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.</p> <p>- Regional Cooperation – Explain the significance of and barriers to regional cooperation.</p> <p>7 – G6.1.2 Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action.</p> <p>- Religious Conflict – Investigate conflict that arises from varying religious beliefs.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> • Explain the Five Themes of Geography. • Describe and explain factors that contribute to cooperation within regions and countries. • Describe and explain factors that contribute to conflict within regions and countries. 	

NHA Social Studies Unit: Economics

Grade Seven

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Economic Systems Review – <i>May be reviewed or taught in context of Region Studies</i></p> <ul style="list-style-type: none"> Differentiate between major economic systems including advantages and disadvantages Market System (Capitalism) - System used by the United States <ul style="list-style-type: none"> Individual households and business firms make major decisions about production and distribution in a decentralized manner Command System (Socialism/Communism) <ul style="list-style-type: none"> A central authority (government) makes the major decisions about production and distribution Traditional (Tribal/Family & Hierarchical) <ul style="list-style-type: none"> Found in rural/non-developed countries where decisions on what to produce, how much to produce etc are based on customs and traditions Gross Domestic Product (GDP) <ul style="list-style-type: none"> Definition: the value of all final goods and services expressed in dollars, produced within a country's borders in a given year Used as an indicator of the state of the economy Inflation: sustained increase in the average price level of the entire economy <ul style="list-style-type: none"> Reduces the value of money People's purchasing power declines if their incomes increases more slowly than the inflation rate Distinguish between specialized economic institutions <ul style="list-style-type: none"> Sole Proprietorships: a type of business owned by one person Corporations: a type of business organization owned by many people (through shares & stocks) but treated by law as though it were one person Partnerships: a business owned by two or more people Cooperatives: a voluntary association of people formed to carry out some kind of economic activity that will benefit its members Non-Profit Organizations: an organization whose primary objective is to support an issue or matter of private interest or public concern for non-commercial purposes Labor Unions: an association of workers organized to improve wages and working conditions Banks: a financial institution that offers full banking services to individuals and businesses <p>International Economics – <i>May be reviewed or taught in context of Region Studies</i></p> <ul style="list-style-type: none"> Trade <ul style="list-style-type: none"> International trade promotes greater specialization Role of trade barriers such as tariffs, quotas, embargos Free Trade Exports: goods and services produced in one nation but sold to buyers in another nation Imports: Goods or services bought from sellers in another nation Globalization: the act, process or policy of making something worldwide in scope or application <ul style="list-style-type: none"> increasing interdependence & integration between people, companies and nations across the world in relation to economics, technology, culture etc Exchange Rate: price of one nation's currency in terms of another nation's currency 	<p>Economics</p> <p>7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources.</p> <p>7 – E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere.</p> <p>7 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production?</p>

NHA Unit Objectives
<ul style="list-style-type: none">• Evaluate the different economic systems.• Define GDP and explain its use in the economy.• Define inflation and its affect on citizens.• Summarize the differences between various specialized economic institutions.• Describe why trade occurs and the affect of international trade.• Explain imports and exports and identify goods and services that have been imported and exported to the United States.• Evaluate the benefits and costs of globalization.• Explain an exchange rate and how it works.

NHA Social Studies Unit: Canada Studies

Grade Six - Seven

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Geography (Physical)</p> <ul style="list-style-type: none"> Appalachian Highlands St Lawrence Lowlands Canadian Shield Interior Plains Hudson Bay Mackenzie River Western Mountain Region Arctic Islands Climate <p>Geography (Political)</p> <ul style="list-style-type: none"> Ten Provinces 3 Territories Capital: Ottawa <p>History</p> <ul style="list-style-type: none"> Native Inuit: Migration and way of life European Exploration: Vikings, England & France French & Indian War <p>Culture</p> <ul style="list-style-type: none"> Ethnic Diversity Bilingual: Quebec (originally a French colony) <p>Government</p> <ul style="list-style-type: none"> British Parliamentary System (Constitutional Monarchy) English Queen as Head of State Prime Minister <p>Economics</p> <ul style="list-style-type: none"> Market Economy Major resources, products (goods), services & industries <ul style="list-style-type: none"> Major national exports Major national imports NAFTA: North American Free Trade Agreement <p>Current Events</p>	<p>Geography</p> <p>6 – G1.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).</p> <p>6 – G1.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.</p> <p>6 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p>6 – G4.4.2 Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.</p> <p>History</p> <p>6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>6 – W1.1.1 Describe the early migrations of people among Earth's continents (including the Beringia Land Bridge).</p> <p>6 – W2.1.3 Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available.</p> <p>Economics</p> <p>6 – E3.1.1 Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> Map and describe the major physical features of Canada. Describe Canadian landforms and its relationship to their climate. Identify the major political features of Canada. Describe the way of life of Native Inuit and their relationship to the natural environment. Map the areas and timeline European exploration of Canada. Evaluate the role of the Native Americans in the outcome of the French and Indian War and history. Identify and explain the factors that contribute to conflict within Canada. Explain the separatist movement in Quebec and how it compares to secession in the United States. Analyze Canada's system of government. Compare and contrast the Canadian and US Economic systems. 	

- Describe the major goods, services and resources of Canada.
- Summarize and evaluate the goals of the NAFTA agreement.
- Describe current events in Canada and assess any impact on the United States.

NHA Social Studies Unit: Latin America Studies

Grade Six - Seven

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Geography</p> <ul style="list-style-type: none"> Latin America made up of Mexico (which is part of North America), Central America, Caribbean Islands & South America Mexico: Yucatan Peninsula, Mexico City Panama: isthmus, Panama Canal Central & South America: Major cities and countries including: <ul style="list-style-type: none"> Havana (Cuba) Caracas (Venezuela) Bogota (Colombia) Quito (Ecuador) Lima (Peru) Santiago (Chile) La Paz (Bolivia) Andes Mountains Brazil: largest country in South America, rainforests, Rio de Janeiro, Amazon River Argentina: Rio de la Plata, Buenos Aires, Pampas <p>History</p> <ul style="list-style-type: none"> The Olmec Civilization: the first in Latin America (located in the Gulf of Mexico) The Maya Civilization <ul style="list-style-type: none"> Accomplishments as architects: pyramids and temples Knowledge of astronomy and mathematics: development of 365 day calendar The Inca Civilization <ul style="list-style-type: none"> Built great cities (Machu Picchu, Cuzco) high in the Andes, connected by a system of roads The Aztec Civilization <ul style="list-style-type: none"> Warrior culture Island of Tenochtitlan: aqueducts, massive temples etc Moctezuma (also spelled Montezuma) Ruler-priests; practice of human sacrifice Spanish Exploration & Conquistadors <ul style="list-style-type: none"> Cortes and Pizarro Advantage of Spanish weapons (guns & cannons) Diseases devastate native peoples European Colonization Independence Movements <ul style="list-style-type: none"> Miguel Hidalgo in Mexico Simon Bolivar (Bolivia) Brazilian Independence from Portugal Toussaint L'Ouverture in Haiti Panama Canal <p>Culture</p> <ul style="list-style-type: none"> Main Language of South America is Spanish and (in Brazil) Portuguese Social Pyramid in Mexico <p>Government</p>	<p>Geography</p> <p>6 – G1.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).</p> <p>6 – G1.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.</p> <p>6 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p>6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>History</p> <p>6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>6 – W3.1.1 Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.</p> <p>6 – W3.1.2 Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).</p> <p>6 – W3.1.3 Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.</p> <p>6 – W3.1.4 Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.</p> <p>6 – W3.1.5 Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).</p> <p>Civics and Government</p> <p>6 – C1.1.1 Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).</p> <p>6 – C3.6.2 Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.</p> <p>Economics</p> <p>6 – E3.1.1 Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.</p>

<ul style="list-style-type: none"> • Communism & Dictatorships <ul style="list-style-type: none"> - Cuba • Citizen rights and roles • Instability: history of dictatorships <ul style="list-style-type: none"> - Bolivia, Panama, Argentina, Chile <p>Economics</p> <ul style="list-style-type: none"> • Single-product economies & Diversification • Major resources, products (goods), services & industries <ul style="list-style-type: none"> - Major exports of the region - Major imports of the region • GDP of select countries compared to the United States as an indicator of standard of living • Value of currencies (by exchange rates) of select countries against the US dollar <p>Current Events</p>	
NHA Unit Objectives	
<ul style="list-style-type: none"> • Map and describe the major physical features of Latin America. • Identify the major political features of Latin America. • Locate and timeline the Meso-American civilizations. • Outline and compare the Meso-American civilizations. • Describe characteristics of Aztec society. • Identify the causes and consequences of the defeat of the Meso-American empires by the Spanish. • Locate and evaluate the impact of European colonies in Latin America. • Describe the causes, events and results of revolutions in Latin America. • Describe role of the Panama Canal and its effect today. • Explain why Brazil is Portuguese speaking while the rest of South America is Spanish speaking. • Evaluate the Social Pyramid against American Core Democratic Values. • Analyze and explain the history of dictatorships in Latin America. • Compare and contrast Communism and dictatorships with Representative Democracies. • Explain single-product economies and why countries choose to diversify. • Compare and contrast the major resources, products, services and industries of Latin America with the United States. • Examine the major exports and imports of the region. • Compare the GDP of various Latin American countries with the United States and draw conclusions regarding standard of living. • Calculate the values of currencies (using exchange rates) of select Latin American countries against the U.S. dollar and draw conclusions regarding purchasing power. • Describe current events in Latin America and assess any impact on the United States. 	

NHA Social Studies Unit: Europe Studies

Grade Six - Seven

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Geography (Physical)</p> <ul style="list-style-type: none"> North, Baltic, Mediterranean & Caspian Sea Alps & Ural Mountains Major Rivers: Danube, Rhine, Seine, Volga Coastline <p>Geography (Political)</p> <ul style="list-style-type: none"> Europe usually divided between West and East Major regions: <ul style="list-style-type: none"> United Kingdom – comprised of Great Britain (England, Scotland, Wales) and Northern Ireland Scandinavia – comprised of Denmark, Norway, Sweden, and sometimes Finland & Iceland Balkans (Balkan Peninsula) – comprised of Romania, Bulgaria, Albania & Yugoslav Republics such as Croatia, Serbia, Bosnia & Herzegovina Major cities and countries including: <ul style="list-style-type: none"> London (England) Paris (France) Berlin (Germany) Rome (Italy) Brussels (Belgium) Vienna (Austria) Amsterdam (Netherlands – Holland) Athens (Greece) Madrid (Spain) Moscow (Russia) Break up of the old Soviet Union <ul style="list-style-type: none"> New European states in the east such as Lithuania, Belarus & Ukraine New independent Muslim states in the south such as Kazakhstan & Uzbekistan <p>History</p> <ul style="list-style-type: none"> Ancient Greece <ul style="list-style-type: none"> City-States <ul style="list-style-type: none"> Athens <ul style="list-style-type: none"> Beginnings of democratic government: The Assembly and voting Modern American democratic government has its roots in Athenian democracy Appreciation of learning and beauty Sparta <ul style="list-style-type: none"> Oligarchy/Aristocracy Emphasis on training and military culture Simplistic lifestyles Greek Culture <ul style="list-style-type: none"> Greek Religion/Mythology Architecture: the Parthenon Arts and Theatre: Homers Iliad and Odyssey Aesop's Fables Science: Archimedes, Pythagoras, Hippocrates, Euclid 	<p>Geography</p> <p>7 – G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions.</p> <p>7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.</p> <p>7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</p> <p>7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p>7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere.</p> <p>7 – G4.4.2 Describe examples of cooperation and conflict within the European Union.</p> <p>History</p> <p>7 – H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.</p> <p>7 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>7 – W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).</p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p> <p>7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.</p> <p>7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.</p> <p>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.</p> <p>7 – W3.2.3 Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.</p> <p>Civics and Government</p> <p>7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.</p> <p>7 – C4.3.3 Explain why governments belong to different types of international and regional organizations.</p> <p>Economics</p> <p>7 – E3.1.3 Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product of the region for the past decade and comparing the data with trend data on the total value of imports and exports over the same period.</p>

- Philosophy: Socrates, Plato, & Aristotle
- Games: The Olympics
- Greek Wars and Conquests
 - Persian Wars: Marathon
 - Peloponnesian War
 - Alexander the Great
- Ancient Rome
 - The Roman Republic
 - Government: Consuls, Tribunes, Senators
 - Class Structure: Patricians and Plebeians
 - Roman Conquest and Expansion
 - Punic Wars
 - Farming Estates
 - Slave Labor
 - Applying Greek ideas and traditions
 - Julius Caesar
 - The Roman Empire
 - Emperors: Augustus Caesar
 - Pax Romana
 - Roman Engineering
 - Roads, aqueducts, bridges & arches
 - Roman Culture
 - The Forum: temples, marketplaces
 - The Colosseum: Circus Maximus, Gladiators
 - Christianity under the Roman Empire
 - Roman persecution of Christians
 - Constantine: first Christian Roman Emperor
 - The ‘decline and fall’ of the Roman Empire
 - Weak and corrupt emperors, civil wars
 - Generals battle for supremacy
 - Neglect
 - Taxes and inflation
 - Increase in poverty, people riot for better conditions
 - Overemphasis on life of pleasure with decrease of moral virtue
 - Invasions and the city of Rome sacked
 - Barbarians and Vandals
 - Division of the Empire: Western and Eastern
- The Middle Ages
 - ‘The Middle Ages’ are generally dated from about A.D. 450 to 1400. Approximately the first three centuries after the fall of Rome (A.D. 476) are sometimes called the “Dark Ages.”
 - Geography: Western Europe
 - Germany: the region known as Saxony between the Elbe and Ems Rivers
 - France: the region known as Normandy
 - British Isles: England, Ireland, Scotland, Wales; the English Channel
 - Peoples settling in old Roman Empire included Vandals (cf. English word “vandalism”), Franks in Gaul (now France), Angles (in England: cf. “Angle-land”) and Saxons (Germanic peoples)

<ul style="list-style-type: none"> - Rise of the Christian Church: <ul style="list-style-type: none"> • Growing power of the Pope • Conversion of many Germanic people • Rise of monasteries, universities & hospitals • Charlemagne - Feudalism <ul style="list-style-type: none"> • Life on a manor, castles • Lords (barons), vassals, knights, peasants & serf • Code of Chivalry - Growth of towns and centers of commerce, guilds and apprentices <ul style="list-style-type: none"> • The Silk Road • Black Death sweeps across Europe <ul style="list-style-type: none"> - Weakening of feudal ties - England in the Middle Ages <ul style="list-style-type: none"> • Beginnings of trial by jury • Significance of the Magna Carta, King John, 1215 <ul style="list-style-type: none"> - Placed limits on the King's power and stated he had to follow • Parliament: beginnings of representative government • Islam & the Crusades <ul style="list-style-type: none"> - Thriving cities as centers of learning <ul style="list-style-type: none"> • Scientific & mathematical development of Muslims: Ibn Sina & Arabic numerals - Islam spreads by military means <ul style="list-style-type: none"> • <i>Jihad: to strive or struggle, including holy war</i> - Wars between Muslims and Christians <ul style="list-style-type: none"> • The Holy Land, Jerusalem • The Crusades: Saladin & Richard the Lion-Hearted • Growing Trade and cultural exchange between east and west • Trade with the Mongol Empire <ul style="list-style-type: none"> - Mongol invasions & rule over the East brought greater security: Genghis & Kublai Khan - Trade <ul style="list-style-type: none"> • Open and greater contact between Asia & Europe: diffusion of ideas and goods such as Chinese discoveries, e.g. gunpowder, steel, porcelain <ul style="list-style-type: none"> - Travels of Marco Polo • The Renaissance <ul style="list-style-type: none"> - Began in Italian city-states <ul style="list-style-type: none"> • Venice, Florence and Rome - A “rebirth” of ideas from ancient Greece and Rome - Emphasis on the individual – beauty, nature and potential (humanism) - Appreciation and advancement of fine arts & literature <ul style="list-style-type: none"> • Art & Architecture: Leonardo Da Vinci & Michelangelo • Literature: William Shakespeare, Machiavelli (The Prince) - Cultural Diffusion: New trade and wealth spread throughout Europe <ul style="list-style-type: none"> • Invention of the printing press • The Reformation <ul style="list-style-type: none"> - Gutenberg's Printing Press <ul style="list-style-type: none"> • The Bible made widely available - Protestant Reformation <ul style="list-style-type: none"> • Martin Luther & 95 Theses 	
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- Division of Europe: Protestant North and Catholic South
- Catholic Counter-Reformation
- Expansion of Christianity: Catholic and Protestant Missionaries
- Age of Exploration - *(Some of these Exploration topics have been covered in previous grades and may only be reviewed if students show understanding)*
 - Beginning in 1400's
 - European Motivations
 - Muslim control of trade routes
 - Profit through trade in gold, silver, silks, sugar and spices
 - Spread of Christianity: Missionaries
 - Portuguese Exploration
 - Prince Henry the Navigator: sponsor and supporter of exploration
 - Looking for East route to Asia
 - Trading posts along west African Coast
 - Bartolomeu Dias rounds the Cape of Good Hope
 - Vasco da Gama: Eastern water route to Asia & spice trade with India
 - Spanish Exploration
 - Columbus looking for a western route to Asia discovers the "New World"
 - Conquistadors: Hernan Cortes and Francisco Pizarro
 - Magellan crosses the Pacific: One ship returns for first round the world voyage
 - Treaty of Tordesillas between Portugal and Spain
 - English & French Exploration
 - Search for the Northwest Passage to Asia
 - John Cabot
 - Giovanni da Verrazano
 - Jacques Cartier
 - Colonies in North America
 - Jamestown (English)
 - Quebec (French)
 - Dutch Exploration
 - Dutch take-over Portuguese trade routes
 - Dutch in North America
 - Henry Hudson
 - New Netherland
 - Global Exchange (also known as Columbian Exchange): goods, people (including slaves), products and ideas
- The Enlightenment
 - The Enlightenment: Influenced by and a natural result from a "re-birth" of thinking and ideas (Renaissance), challenges to authority and tradition (Reformation) and the age of exploration and discovery
 - Faith in science and human reason
 - Examination of "human nature"
 - Beliefs that influenced U.S. History such as the Declaration of Independence (natural rights) and the U.S. Constitution (separation of powers)
 - Locke: argues against divine right of kings and for government by consent of the governed
 - Montesquieu: the idea of separation of powers in government

Government

<ul style="list-style-type: none"> • European Monarchies (e.g. Britain) • British Parliamentary System • European Union(Organization) <ul style="list-style-type: none"> - Membership - Organization <ul style="list-style-type: none"> • European Council: Supreme Authority • European Parliament • Council of the European Union • European Commission • European Union (Works or Operations) <ul style="list-style-type: none"> - Common Currency: Euro - Stimulate Economy: single market - Security <p>Economics</p> <ul style="list-style-type: none"> • Major resources, products (goods), services & industries <ul style="list-style-type: none"> - Major exports of the region - Major imports of the region • GDP of the EU compared to the United States as an indicator of standard of living • Value of the Euro (by exchange rates) against the US dollar <p>Current Events</p>	
NHA Unit Objectives	
<ul style="list-style-type: none"> • Map and describe the major physical features of Europe. • Identify the major political features of Europe. • Describe the USSR and the consequences of its break-up. • Contrast and evaluate Greek city-states. • Describe the contributions and significance of Ancient Greek culture. • Examine and differentiate between the philosophical beliefs of Socrates, Plato and Aristotle and explain how they have influenced western thought. • Compare and contrast the ancient Olympic Games with modern Olympic Games. • Analyze the causes and effects of wars in Ancient Greece. • Examine the accomplishments of Alexander the Great. • Identify key political and social features of the Roman Republic. • Analyze and explain the effects of Roman conquest and expansion. • Describe how Augustus restored Roman pride in the empire and brought about the Pax Romana. • Explain how Roman engineering contributed to cultural diffusion across the Mediterranean. • Outline characteristics of Roman culture. • Describe the institution and spread of Christianity in the Roman Empire. • Describe the causes and results of the decline and fall of Rome. • Define the period of the Middle Ages and explain why it is sometimes called the Dark Ages. • Explain why Europe became divided into small kingdoms. • Detail the growing influence the Christian church had during the Middle Ages period. • Research and explain the role Charlemagne had in temporarily re-uniting the Western Roman Empire. • Explain feudal societies. • Evaluate a code of chivalry and explain the benefits for men and women who live by this code/moral conduct. • Recognize the factors that led to the rise of trades, towns and changes in culture. • Research and analyze the affect of the Black Death on society. • Identify the historical origins that influence the rights of US citizens today. • Describe the contributions of Islam. 	

- Explain the primary vehicle or means Islam spread and expanded.
- Interpret the events with effects of conquests between Muslims and Christians.
- Identify and explain how the Mongols built a vast empire.
- Describe how trade during the Mongol empire led to greater contact between Europe and Asia.
- Explain what the Renaissance was and where it began.
- Evaluate Renaissance art and literature.
- Determine how the Renaissance spread throughout Europe and its results.
- Describe the impact of the printing press on European society.
- Outline the issues between reformers and the Catholic Church and explain the effects on Europe and other continents.
- Explain factors and motivations for exploration.
- Describe the causes and effects of Portuguese exploration.
- Describe the causes and effects of Spanish exploration.
- Explain what the Treaty of Tordesillas was and the compromise agreed to by Spain and Portugal.
- Describe the causes and effects of English and French exploration.
- Describe the causes and effects of Dutch exploration.
- Debate the legacy left by European exploration.
- Use a variety of examples to describe Enlightenment thought and ideals.
- Analyze the Declaration of Independence and the US Constitution as expressions of Enlightenment ideas and thought.
- Compare and contrast European systems of government with that of the United States.
- Explain the European Union.
- Explain the role and impact of the European Unions operations on the regions economics and security.
- Compare and contrast the major resources, products, services and industries of Europe with the United States.
- Examine the major exports and imports of the region.
- Compare the GDP of the European Union with the United States and draw conclusions regarding standard of living.
- Calculate the values of currencies (using exchange rates) of the European Union or select nations against the U.S. dollar and draw conclusions regarding purchasing power.
- Describe current events in Europe and assess any impact on the United States.

NHA Social Studies Unit: Middle East Studies

Grade Six - Seven

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Geography (Physical)</p> <ul style="list-style-type: none"> Major Rivers: Tigris, Euphrates & Jordan Fertile Crescent Dead Sea Persian Gulf <p>Geography (Political)</p> <ul style="list-style-type: none"> Major cities and countries: <ul style="list-style-type: none"> Tel Aviv (Israel) Beirut (Lebanon) Amman (Jordan) Damascus (Syria) Baghdad (Iraq) Tehran (Iran) Kuwait (Kuwait City) Saudi Arabia (Riyadh) City of Jerusalem: Holy City of 3 Faiths <ul style="list-style-type: none"> Judaism (Wailing Wall, Temple Mount) Christianity (Church of the Holy Sepulcher) Islam (Dome of the Rock) <p>History</p> <ul style="list-style-type: none"> Earliest people & the interaction with the environment <ul style="list-style-type: none"> Lifestyle <ul style="list-style-type: none"> Hunting & Gathering Nomadic Tool-Making (The Stone Age) Use of Fire Agricultural Development <ul style="list-style-type: none"> Domestication of Plants & Animals Social Characteristics <ul style="list-style-type: none"> Organized society: banded into groups and communities Gradual development into towns and cities Earliest civilizations developed in river valleys <ul style="list-style-type: none"> Fertile soil Controlling water for irrigation during flood and drought Ancient Mesopotamia <ul style="list-style-type: none"> The “Cradle of Civilization” Sumerians <ul style="list-style-type: none"> Introduction and diffusion of bronze in the development of stronger tools and weapons (Bronze Age) <ul style="list-style-type: none"> The Bronze Age was preceded by the Stone Age & followed by the Iron Age as part of the Three Age System Development of writing First city-states Invention of wheel/plow 	<p>Geography</p> <p>7 – G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).</p> <p>7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.</p> <p>7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</p> <p>7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>7 – G2.2.3 Analyze how culture and experience influence people’s perception of places and regions.</p> <p>7 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.</p> <ul style="list-style-type: none"> Religious Conflict – Investigate conflict that arises from varying religious beliefs. Oil and Society – Investigate the significance of how oil has changed nations as both consumers and producers of this natural resource. <p>History</p> <p>6 – W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools, weapons, language, fire).</p> <p>6 – W1.2.1 Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).</p> <p>6 – W1.2.2 Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g. available water for irrigation, adequate precipitation, and suitable growing season).</p> <p>6 – W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).</p> <p>7 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>7 – W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.</p> <p>7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.</p> <p>7 – W1.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations.</p> <p>7 – W1.2.2 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).</p> <p>7 – W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture</p> <ul style="list-style-type: none"> verbal vocalizations standardization of physical (rock, bird) and abstract (love, fear) words pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions) <p>7 – W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus</p>

<ul style="list-style-type: none"> • Temple worship: ziggurats and polytheism - Code of Hammurabi: earliest written code of laws • Birthplace of 3 Religions <ul style="list-style-type: none"> - Judaism - Abraham <ul style="list-style-type: none"> • Main tenets & Beliefs • Historical Impact - Christianity – Jesus Christ <ul style="list-style-type: none"> • Main tenets & Beliefs • Historical Impact - Islam - Mohammed <ul style="list-style-type: none"> • Main tenets & Beliefs • Historical Impact • Israel <ul style="list-style-type: none"> - Origins and dispersion of the people - Zionist Movement (late 19th Century) - Creation of Israel as a modern nation <ul style="list-style-type: none"> • Formed by the United Nations in 1948 as homeland for Jewish people • Arab-Israeli Wars <p>Culture</p> <ul style="list-style-type: none"> • Gender Bias <ul style="list-style-type: none"> - Economic & political power with men - Social pressure: <i>hijab</i> <p>Government</p> <ul style="list-style-type: none"> • Islamic Fundamentalist States (Islamism) <ul style="list-style-type: none"> - Iran • Monarchy <ul style="list-style-type: none"> - Saudi Arabia • Citizen rights and roles <p>Economics</p> <ul style="list-style-type: none"> • Major resources, products (goods), services & industries <ul style="list-style-type: none"> - Oil <ul style="list-style-type: none"> • World's most valuable commodity and export from the Middle East • Greatest known reserves around the Persian Gulf • GDP of select countries compared to the United States as an indicator of standard of living • Value of currencies (by exchange rates) of select countries against the US dollar <p>Current Events</p>	<p>River).</p> <p>7 – W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).</p> <p>7 – W2.1.4 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).</p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications on the development of large regional empires.</p> <p>7 – W3.2.1 Identify and describe the beliefs of the five major world religions.</p> <p>7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E. /A.D.</p> <p>Civics and Government</p> <p>7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.</p>
<p style="text-align: center;">NHA Unit Objectives</p> <ul style="list-style-type: none"> • Map and describe the major physical features of the Middle East. • Identify the major political features of the Middle East. • Describe the importance of Jerusalem. • Describe what we know about the earliest human's lifestyles including their relationship with the environment. • Compare a hunting and gathering lifestyle to farming. • Describe the social characteristics of early people and explain how agricultural development led to organized societies and the formation of towns/cities. • Explain the importance of the natural environment in the development of early civilizations. • Describe why Ancient Mesopotamia is called the "Cradle of Civilization". • Define and explain cultural diffusion using the example of bronze. • Describe how the development of a written language could unite city-states into one civilization/empire. 	

- Explain contributions of Mesopotamia and their impact on later civilizations.
- Describe the religious characteristics of Mesopotamia.
- Explain the significance of Hammurabi's legal code.
- Analyze three of the five major world religions.
- Students will explain the tensions between Israel and Arab states.
- Compare cultural aspects of the Middle East to our Core Democratic Values.
- Describe the defining characteristics of Islamism and monarchies, and then compare them to the US system of representative government.
- Compare the rights (political/civil) and roles citizens have under different governmental systems than that of the United States.
- Investigate how oil has increased interdependence on between nations and show its impact at the local level (on consumers).
- Compare the GDP of various Middle East countries with the United States and draw conclusions regarding standard of living.
- Calculate the values of currencies (using exchange rates) of select Middle East countries against the U.S. dollar and draw conclusions regarding purchasing power.
- Describe current events in the Middle East and assess the impact on the United States.

NHA Social Studies Unit: Asia Studies

Grade Six - Seven

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Geography (Physical)</p> <ul style="list-style-type: none"> Indian & Pacific Ocean Bay of Bengal Major Rivers: Indus, Ganges & Huang He Himalaya Mountains: Mt. Everest, Mt Fuji Gobi Desert Ring of Fire <p>Geography (Political)</p> <ul style="list-style-type: none"> Major cities and countries including: <ul style="list-style-type: none"> Beijing (China) Tokyo (Japan) Pyongyang (North Korea) Seoul (South Korea) New Delhi (India) Islamabad (Pakistan) Kabul (Afghanistan) Jakarta (Indonesia) Kuala Lumpur (Malaysia) Hanoi (Vietnam) <p>History</p> <ul style="list-style-type: none"> Ancient Indus River Valley Civilization <ul style="list-style-type: none"> Early civilizations developed in river valleys for fertile soil & controlling water for irrigation during flood and drought Agricultural Beginning Planned City: Mohenjo-Daro Ancient Huang Ho River Valley Civilization <ul style="list-style-type: none"> Early civilizations developed in river valleys for fertile soil & controlling water for irrigation during flood and drought Dynasties Family Kings & rule: early feudalism Religion: spirits & ancestor worship Philosophies <ul style="list-style-type: none"> Legalism: strict laws and punishment for order in society Confucianism: code of conduct (sayings) Daoism Birthplace of 2 Religions <ul style="list-style-type: none"> Hinduism <ul style="list-style-type: none"> Main tenets & Beliefs Historical Impact Buddhism – Prince Siddhartha becomes Buddha <ul style="list-style-type: none"> Main tenets & Beliefs Historical Impact Indian Nationalism & Independence <ul style="list-style-type: none"> Mahatma Gandhi: Passive Resistance & Salt March 	<p>Geography</p> <p>7 – G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).</p> <p>7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.</p> <p>7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</p> <p>7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>7 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions.</p> <p>7 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.</p> <p>- Religious Conflict – Investigate conflict that arises from varying religious beliefs.</p> <p>History</p> <p>7 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>7 – W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.</p> <p>7 – W1.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations.</p> <p>7 – W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).</p> <p>7 – W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).</p> <p>7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).</p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.</p> <p>7 – W3.2.1 Identify and describe the beliefs of the five major world religions.</p> <p>7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E. /A.D.</p> <p>Civics and Government</p> <p>7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.</p> <p>7 – C4.3.1 Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural</p>

<ul style="list-style-type: none"> - Partition of India into Hindu (India) & Muslim (Pakistan) states <p>Culture</p> <ul style="list-style-type: none"> • Caste System of India (may be taught when covering Hinduism above) <ul style="list-style-type: none"> - “Untouchables” • Human Rights (China) <ul style="list-style-type: none"> - Lack of freedoms such as speech, worship, politics etc <ul style="list-style-type: none"> • Tiananmen Square • One Child Policy <p>Government</p> <ul style="list-style-type: none"> • Communism <ul style="list-style-type: none"> - China, North Korea <ul style="list-style-type: none"> • Mao Zedong <p>Economics</p> <ul style="list-style-type: none"> • Major resources, products (goods), services & industries <ul style="list-style-type: none"> - Major regional exports - Major regional imports • GDP of select countries compared to the United States as an indicator of standard of living • Value of currencies (by exchange rates) of select countries against the US dollar <p>Current Events</p>	<p>gas and oil and military aid).</p> <p>7 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> • Map and describe the major physical features of Asia. • Identify the major political features of Asia. • Compare and contrast the political and social characteristics of the Indus River Valley Civilization with the Huang Ho River Valley Civilization and their impact on later civilizations. • Define dynasty and explain how the Zhou used the concept of “Mandate of Heaven” to justify the overthrow of the Shang Dynasty. • Compare and contrast the major philosophies emanating from the region and take a position on preferring one. • Analyze two of the five major world religions. • Investigate Indian Nationalism and the road to Independence. • Examine the role of the Caste System in Indian society. • Investigate Human Rights issues in China and how other nations/governments respond to these issues. • Examine the rise of Communism in the Far East. • Identify the major resources, products, services and industries of Asia and their link to the United States. • Examine the major exports and imports of the region. • Compare the GDP of various Asian countries with the United States and draw conclusions regarding standard of living. • Calculate the values of currencies (using exchange rates) of select Asian countries against the U.S. dollar and draw conclusions regarding purchasing power. • Describe current events in Asia and assess any impact on the United States. 	

NHA Social Studies Unit: Africa Studies

Grade Six - Seven

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Geography (Physical)</p> <ul style="list-style-type: none"> • Mediterranean Sea and Red Sea, Atlantic and Indian Ocean • Cape of Good Hope • Madagascar • Major Rivers: Nile, Niger, Congo • Atlas Mountains, Mt. Kilimanjaro • Great Rift Valley • Contrasting climate in different regions: <ul style="list-style-type: none"> - Deserts: Sahara, Kalahari <ul style="list-style-type: none"> • Desertification - Tropical Rainforests (West African Coast) - Savanna (grasslands) <p>Geography (Political)</p> <ul style="list-style-type: none"> • Major countries including: <ul style="list-style-type: none"> - Egypt - Sudan - Nigeria - Kenya - Ethiopia - Democratic Republic of the Congo - South Africa <p>History</p> <ul style="list-style-type: none"> • Ancient Egypt <ul style="list-style-type: none"> - Importance of the Nile River <ul style="list-style-type: none"> • Floods • Irrigation and farming (even today) - Pharaohs <ul style="list-style-type: none"> • Tutankhamen • Hatshepsut: woman pharaoh - Religion <ul style="list-style-type: none"> • Worship of many gods (polytheism) - Social Structure <ul style="list-style-type: none"> • Pharaoh • Priests & Nobles • Traders, Artisans & Scribes • Farmers • Laborers & Slaves (Unskilled Workers) - Builders <ul style="list-style-type: none"> • Pyramids • Monuments • Sphinx - Writing: hieroglyphics - Introduction of papyrus for writing • Medieval African Kingdoms: Ghana & Mali 	<p>Geography</p> <p>6 – G4.3.2 Describe patterns of settlement by using historical and modern maps.</p> <p>7 – G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).</p> <p>7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.</p> <p>7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</p> <p>7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>7 – G4.3.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary.</p> <p>7 – G4.3.2 Describe patterns of settlement by using historical and modern maps.</p> <p>7 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change.</p> <p>7 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.</p> <p>- Children in the World – Investigate issues affecting children such as health, labor, and war.</p> <p>History</p> <p>7 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>7 – W1.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations.</p> <p>7 – W1.2.3 Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions.</p> <p>7 – W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).</p> <p>7 – W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).</p> <p>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.</p> <p>7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires.</p>

<ul style="list-style-type: none"> - Trans-Sahara trade <ul style="list-style-type: none"> • Gold, iron, salt, ivory - Timbuktu: Center of trade and learning - Triangular Trade <ul style="list-style-type: none"> • Middle Passage & Slaves - European Colonization <p>Government</p> <ul style="list-style-type: none"> • European Colonies to African Independence <p>Economics</p> <ul style="list-style-type: none"> • Major resources, products (goods), services & industries <ul style="list-style-type: none"> - Major regional exports - Major regional imports • GDP of select countries compared to the United States as an indicator of standard of living • Value of currencies (by exchange rates) of select countries against the US dollar <p>Current Events</p>	
<p style="text-align: center;">NHA Unit Objectives</p> <ul style="list-style-type: none"> • Map and describe the major physical features of Africa. • Explain the impact of desertification in Africa and the response by humans for making it suitable for settlement. • Identify the major political features of Africa. • Explain the importance of the Nile River to Egypt. • Describe the main political, religious and social characteristics of the Nile river civilization. • Describe the major achievements of the Ancient Egyptians. • Describe the rise and major characteristics of medieval African civilizations. • Explain the reasons for European colonization of Africa. • Research and explain how African nations gained independence from colonial rule. • Identify the major resources, products, services and industries of Africa. • Examine the major exports and imports of the region. • Compare the GDP of various African countries with the United States and draw conclusions regarding standard of living. • Calculate the values of currencies (using exchange rates) of select African countries against the U.S. dollar and draw conclusions regarding purchasing power. • Describe current events in Africa. 	

NHA Social Studies Unit: Australia (South Pacific) Studies

Grade Six - Seven

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Geography (Physical)</p> <ul style="list-style-type: none"> Indian & Pacific Ocean Mostly desert interior <ul style="list-style-type: none"> Uluru (Ayers Rock) <p>Geography (Political)</p> <ul style="list-style-type: none"> Population is concentrated along the coasts Major cities of Australia: <ul style="list-style-type: none"> Canberra (Capital) Sydney Melbourne Other major island nations of the Pacific: <ul style="list-style-type: none"> New Zealand Three Island regions in the Pacific: <ul style="list-style-type: none"> Melanesia Micronesia Polynesia <p>History</p> <ul style="list-style-type: none"> Australia colonized by Britain after the American Revolutionary War <ul style="list-style-type: none"> Penal Colony <p>Government</p> <ul style="list-style-type: none"> Belong to the Commonwealth of nations <p>Current Events</p>	<p>Geography</p> <p>7 – G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).</p> <p>7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.</p> <p>7 – G1.2.4 Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.</p> <p>7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</p> <p>7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> Map and describe the major physical features of Australia. Identify the major political features of Australia. Identify various islands and regions of the Southwest Pacific (Oceania). Compare and contrast the colonization of Australia with the colonization of the United States. Research and explain the origins and purpose of the political body known as the Commonwealth of Nations. Describe current events in Australia and assess any impact on the United States. 	

NHA Social Studies Michigan Alignment

Grade Sixth-Seventh

6-7th Grade Social Studies GLCEs that may be addressed as Strategies throughout the Course of Study

6th Grade

- 6 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 6 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- 6 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- 6 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- 6 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.
- 6 – H1.2.5 Identify the role of the individual in history and the significance of one person's ideas.
- 6 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.
- 6 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.
- 6 – P4.2.3 Participate in projects to help or inform others.

7th Grade

- 7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 7 – H1.2.1 Explain how historians use a variety of sources to explore the past.
- 7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- 7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- 7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.
- 7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.
- 7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.
- 7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.
- 7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- 7 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.
- 7 – P4.2.3 Participate in projects to help or inform others.

6-7th Grade Social Studies GLCEs Taught in Other Subjects

English – Language Arts

None apply.

Science

- 6 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water). (8th Grade – Earth Systems Unit)

Mathematics

None apply.

6-7th Grade Social Studies GLCEs Not Specifically Addressed

6th Grade

- 6 – H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance.
- 6 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

- 6 – W2.1.1 Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.
- 6 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).
- 6 – W2.1.4 Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).
- 6 – G1.2.2 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.
- 6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.
- 6 – G2.1.2 Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.
- 6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology.
- 6 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions.
- 6 – G3.1.1 Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns.
- 6 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities.
- 6 – G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others.
- 6 – G4.1.1 Identify and explain examples of cultural diffusion within the Americas.
- 6 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).
- 6 – G4.3.1 Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary.
- 6 – G5.1.2 Describe how variations in technology affect human modifications of the landscape.
- 6 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places.
- 6 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.
 - Global Climate Change – Investigate the impact of global climate change and describe the significance for human/environment relationships.
- 6 – G6.1.2 Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action.
 - Population Growth and Resources – Investigate how population growth affects resource availability.
 - Migration – Investigate the significance of migrations of peoples and the resulting benefits and challenges.
 - Sustainable Agriculture – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.
 - Development – Investigate economic effects on development in a region and its ecosystems and societies.
- 6 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.
- 6 – E1.1.1 Explain how incentives vary in different economic systems.
- 6 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital.
- 6 – E3.1.3 Explain how communications innovations have affected economic interactions and where and how people work.
- 6 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
- 6 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
- 6 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

7th Grade

- 7 – H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance.
- 7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).
- 7 – W2.1.5 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.
- 7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.
- 7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires.
- 7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
- 7 – G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.
- 7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 7 – G2.1.2 Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.

- 7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology.
- 7 – G3.1.1 Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns.
- 7 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities.
- 7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology.
- 7 – G4.1.2 Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.
- 7 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world.
- 7 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water).
- 7 – G5.1.2 Describe how variations in technology affect human modifications of the landscape.
- 7 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places.
- 7 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.
 - Conflict, Stability, and Change – Investigate the significance of conflict, stability, and change in governmental systems within the region.
 - Diversity and Nationalism – Investigate the tensions that may develop between cultural diversity and nationalism within a country and their consequences.
- 7 – G6.1.2 Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action.
 - Population Growth and Resources – Investigate how population growth affects resource availability.
 - Migration – Investigate the significance of migrations of peoples and the resulting benefits and challenges.
 - Sustainable Agriculture – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.
 - Development – Investigate economic effects on development in a region and its ecosystems and societies.
- 7 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.
- 7 – E1.1.1 Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).
- 7 – E1.1.2 Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service.
- 7 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital.
- 7 – E3.1.4 Explain how communications innovations have affected economic interactions and where and how people work.
- 7 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
- 7 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
- 7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

GRADE EIGHT
Social Studies Grade Level Content
Michigan Alignment

NHA Social Studies Unit: Early America: Overview

Grade Eight

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Migration and Settlement Theories</p> <ul style="list-style-type: none"> Asians migrated across a land bridge between Asia and the Americas - Bering Strait <p>Native Americans</p> <ul style="list-style-type: none"> Use of the natural environment <p>Explorers and European Land Claims</p> <ul style="list-style-type: none"> Motivating Factors <ul style="list-style-type: none"> Improvements in navigation Economic opportunities and the desire to break into Eastern Trade Markets Missionary zeal Development of “New England”, “New France”, “New Netherland”, and “New Spain” <p>Effects of Exploration and Settlement</p> <ul style="list-style-type: none"> Conquest of Natives and unjust acquisition of lands “Columbian Exchange” <ul style="list-style-type: none"> Introduction of new diseases to the Americas was devastating New types of foods improved both European and Native American health and life spans Introduction of animals such as the horse led to improved hunting and nomadic lifestyles Introduction of African slaves into the Americas <p>Early English Colonization</p> <ul style="list-style-type: none"> Roanoke (Lost Colony) Jamestown <ul style="list-style-type: none"> House of Burgesses The Mayflower Compact <ul style="list-style-type: none"> Established form of self-government <p>The 13 English Colonies</p> <ul style="list-style-type: none"> Were settled for a variety of economic, political and religious reasons Sectional differences of the New England, Middle Atlantic & Southern Colonies <ul style="list-style-type: none"> Geographical Characteristics Economic Characteristics Religious & Social Characteristics Other 	<p>8 – U3.3.7 Using important documents, describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> Describe the migration of how people arrived in the Americas and reasons for migration. Describe the relationship between Native Americans and the environment. Identify factors contributing to European exploration. Identify and locate the origins of New England, New France, New Netherland and New Spain. Describe the outcomes of European contact with the New World. Trace English attempts to establish colonies in the Americas up to the founding of Jamestown in 1607. Describe the significance of the House of Burgesses. Explain the importance of the Mayflower Compact. Outline the reasons for English settlement in the Americas. Describe the main differences between the New England, Middle Atlantic and Southern English colonies. 	

NHA Social Studies Unit: The American Revolutionary Era

Grade Eight

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Background Causes</p> <ul style="list-style-type: none"> • Growth of Mercantilism • Cost of Colonial Wars against the French <ul style="list-style-type: none"> - England and France fought the French and Indian War (1754-1763) for land and power in North America • Impact of French & Indian War: Albany Plan of Union • Political thought of the Enlightenment influenced prominent colonial leaders <ul style="list-style-type: none"> - Thomas Paine (Common Sense) <p>Shift from Protest to Separation</p> <ul style="list-style-type: none"> • New British attitude toward colonies following victory over France <ul style="list-style-type: none"> - Colonies could not protect themselves - Colonies were not paying a fair amount toward their support • New British Policies antagonized many Americans (“Intolerable” Acts) <ul style="list-style-type: none"> - Various Acts of Parliament such as the Quebec Act - New tax policies and taxes: Stamp Act and others - Other acts of repression: Zenger case • Public opinion shaped in different forums <ul style="list-style-type: none"> - Political Bodies <ul style="list-style-type: none"> • Sons of Liberty • Committees of Correspondence - Public display and demonstration <ul style="list-style-type: none"> • Boycott of British goods • Boston Tea Party - Print media • Wide variety of viewpoints evolved <ul style="list-style-type: none"> - Complete separation: the Patriot position - More autonomy for the colonies - No change in status quo: the Loyalist position <p>The Revolution Begins</p> <ul style="list-style-type: none"> • Early Confrontations <ul style="list-style-type: none"> - Lexington & Concord • Important Leaders <ul style="list-style-type: none"> - Samuel Adams - John Adams - John Hancock - Patrick Henry - George Washington - Thomas Jefferson <p>First and Second Continental Congress</p> <ul style="list-style-type: none"> • Early attempts to govern the colonies <ul style="list-style-type: none"> - Request for state constitutions and political systems - Movement to Independence evolved from the political debate of the day • Declaration of Independence <ul style="list-style-type: none"> - Content 	<p>F1.1 Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing:</p> <ul style="list-style-type: none"> • colonial ideas about government • experiences with self-government • changing interactions with the royal government of Great Britain after the French and Indian War <p>F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing</p> <ul style="list-style-type: none"> • colonists’ views of government • their reasons for separating from Great Britain <p>F1.3 Describe the consequences of the American Revolution by analyzing the</p> <ul style="list-style-type: none"> • birth of an independent republican government • creation of Articles of Confederation • changing views on freedom and equality • and concerns over distribution of power within governments, between government and the governed, and among people <p>8 – U3.3.7 Using important documents, describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p>

<ul style="list-style-type: none"> - Ideals Embodied - Impact <p>Military & Political Aspects of the Revolution</p> <ul style="list-style-type: none"> • Strategies of principal military engagements <ul style="list-style-type: none"> - Washington's leadership <ul style="list-style-type: none"> • Valley Forge - Bunker Hill - Saratoga - Yorktown • Outcome of the War was influenced by many factors <ul style="list-style-type: none"> - Personalities & Leadership - Geography: importance of various physical features - Foreign aid: funds and volunteers <ul style="list-style-type: none"> • Lafayette • Von Steuben • Kosciusko • France & Spain - Role of women, African Americans and Native American Indians - Haphazard occurrences of events: the human factor • The Treaty of Paris: British gave up claims to govern <p>Changes brought about by the American Revolution</p> <ul style="list-style-type: none"> • Slavery began to emerge as a divisive sectional issue because slaves did not receive their independence • Resettlement of many Loyalists after the Revolution to Canada • Republican ideology developed which emphasized shared power and citizenship participation • Remaining British colonies in Canada strengthened their ties to Great Britain • The French Revolution • Many leaders in South America drew inspiration from American ideas and actions in their struggle against Spanish rule 	
NHA Unit Objectives	
<ul style="list-style-type: none"> • Identify and evaluate conditions and reasons for growing tensions between England and her Colonies. • Describe factors and events that contributed to the unification of the American colonies. • Describe patriot and loyalist positions/responses to British actions. • Develop a historical argument (take a stand/position) to the fundamental questions: <i>Was the outbreak of conflict at Lexington and Concord unavoidable? Could any action at that point have prevented war with England?</i> • Use a character education theme/trait to describe the role and importance of Revolutionary leaders/personalities. • Describe what happened at the first and second Continental Congress'. • Describe the content and main ideals embodied in the Declaration of Independence and its impact on the Colonists. • Outline and evaluate the course of key events of the Revolutionary War. • Describe the factors affecting the course of the war and contributing to the outcome of American victory. • Describe the terms and impact of the 1783 Treaty of Paris. • Explain the changes and resulting influences brought about the American Revolution. 	

NHA Social Studies Unit: The Constitutional Era

Grade Eight

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Structure of Government under the Articles of Confederation</p> <ul style="list-style-type: none"> • Congress was the only branch of government • Each state had equal representation • Power of Congress <ul style="list-style-type: none"> - Making war and peace - Conducting foreign and Native American Indian affairs - Settlement of disputes between and among states - Issuance of currency and borrowing • Achievements and contributions of the Articles <ul style="list-style-type: none"> - Land Ordinance of 1785 and Northwest Ordinance, 1787 - Developed the privileges and immunities of citizenship - Developed the concept of limited government • Weaknesses of the Articles <ul style="list-style-type: none"> - Indirect Representation - No coercive power; decisions more advisory than binding: e.g. Shay’s Rebellion - Lack of national executive and judicial functions - Lack of taxing power - Difficulty in passing legislation • Annapolis Convention, 1786 <ul style="list-style-type: none"> - Impracticality of correcting weaknesses in the Articles of Confederation - Need for an improved form of government without losing key elements of a new philosophy of government - Decision to write a constitution <p>Constitutional Convention</p> <ul style="list-style-type: none"> • Historical and Philosophical Influences on American Constitutional Government <ul style="list-style-type: none"> - Magna Carta (1215 A.D.) - Mayflower Compact (1620 A.D.) - English Bill of Rights (1689) - John Locke’s Second Treatise of Civil Government (1690 A.D.) - Montesquieu’s Spirit of Laws (1748 A.D.) - Thomas Paine’s Common Sense (1776 A.D.) • Major issues <ul style="list-style-type: none"> - Limits of power: national versus state - Representation: slaves and apportionment - Electoral procedures: direct versus indirect election - Rights of individuals • Need for Compromise <ul style="list-style-type: none"> - The issue of a “federal” or “national” government - The Great Compromise - The 3/5’s Compromise • Underlying legal and political principles of the Constitution <ul style="list-style-type: none"> - Federalism: power shared by both national and state governments - Separation of Powers – Checks and Balances - Provisions for change: Amendments - Protection of individual rights 	<p>F1.3 Describe the consequences of the American Revolution by analyzing the</p> <ul style="list-style-type: none"> • birth of an independent republican government • creation of Articles of Confederation • changing views on freedom and equality • and concerns over distribution of power within governments, between government and the governed, and among people <p>8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation.</p> <p>8 – U3.3.2 Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.</p> <p>8 – U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.</p> <p>8 – U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.</p> <p>8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.</p> <p>8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government.</p> <p>8 – U3.3.7 Using important documents, describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p> <p>8 – U6.2.1 United States History Investigation Topic and Issue Analysis, Past and Present – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings; include causes and consequences of the historical action and predict possible consequences of the contemporary action.</p>

<ul style="list-style-type: none"> • The Constitution and the Functioning of the Federal Government <ul style="list-style-type: none"> - The Preamble states the purpose of the document - The structure and function of the legislative, executive, and judicial branches (Articles I, II, III) <ul style="list-style-type: none"> • Legislative Branch: Congress - made up of the Senate & House of Reps creates laws • Executive Branch: Office of President – carries out laws made by the legislative branch • Judicial Branch: Supreme Court – interprets laws made by the legislative branch to determine if they are constitutional - The relation of states to the federal union (Article IV) - Assuming the responsibility for a federal system (Article VI) <p>The Constitution as a Living Document</p> <ul style="list-style-type: none"> • Amendment Procedure as a mechanism for change (Article V) • The Bill of Rights: The first ten amendments guaranteeing individual freedoms <p>The Ratification Process</p> <ul style="list-style-type: none"> • The debate in the states • The Federalist Papers • Poughkeepsie Convention <ul style="list-style-type: none"> - Federalists-Hamilton - Anti-Federalists-Jefferson • Formal Ratification of the Constitution and launching of the new government 	
<p style="text-align: center;">NHA Unit Objectives</p> <ul style="list-style-type: none"> • Explain the structure and powers of government under the Articles of Confederation. • Describe the strengths and weaknesses of the Articles of Confederation and the result of its failure. • Explain the historical and philosophical influences of the United States constitutional government. • Explain the key issues debated at the Constitutional Convention and the major compromises made in order to create the Constitution of 1787. • Describe the most important features of the Constitution. • Explain how the Constitution differs from the Articles of Confederation. • Comprehend the duties and responsibilities of the three branches of government and interpret the significance of separation of powers / checks and balances. • Explain how the new Constitution resolved the issue of dual sovereignty (state-federal power). • Explain the significance for Article VI in the Constitution. • Explain the Amendment process. • Analyze how the Bill of Rights reflects limited government and protects basic freedoms. • Describe and explain the conflict over the ratification of the Constitution. 	

NHA Social Studies Unit: Life in the New Nation

Grade Eight

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Washington's Presidency</p> <ul style="list-style-type: none"> • Precedents <ul style="list-style-type: none"> - Addressing the President: "Mr. President" - Cabinet - Two Term Tradition - Farewell Address <p>Establishing Stability</p> <ul style="list-style-type: none"> • Hamilton's Economic Plan • Whiskey Rebellion • Development of Political Parties: Different ideas on how to govern America <ul style="list-style-type: none"> - Federalists (led by Alexander Hamilton) - Democratic Republicans (led by Thomas Jefferson) • Election of 1800 • Judicial Review: <i>Marbury vs. Madison</i> (1803) <p>Expanding the Nation's Boundaries</p> <ul style="list-style-type: none"> • Northwest Ordinance • Pinckney Treaty with Spain • Louisiana Purchase: Authorized by Thomas Jefferson <ul style="list-style-type: none"> - Lewis & Clark Expedition • Purchase of Florida • War of 1812: second War for Independence <ul style="list-style-type: none"> - Treaty of Ghent • Monroe Doctrine: Sphere of Influence <ul style="list-style-type: none"> - Policy declared by President James Monroe (1823) warning European nations not to interfere in Latin America <p>Era of Good Feelings</p> <ul style="list-style-type: none"> • Internal Expansion: new roads, canals, and railroads for transportation • Henry Clay's American System • National Assertions: Marshall's decision, i.e., <i>Gibbons vs. Ogden</i> (1824) <p>The Jackson Era</p> <ul style="list-style-type: none"> • The age of the "common man" • The "Spoils System": the common man taking a greater role in politics • New Political Parties <ul style="list-style-type: none"> - Disputed election of 1824 - Election of 1828 - Expanding democracy: ease on voting restrictions • Native American Policy: reflected frontier attitudes <ul style="list-style-type: none"> - Government policy of forced removals: Indian Removal Act (1830) - Native American Indian Territory - "Trail of Tears" - Native American Resistance <p>Sectionalism</p> <ul style="list-style-type: none"> • Protective Tariff, 1828 • Nullification controversy, 1832 	<p>8 – U4.1.1 Washington's Farewell – Use Washington's Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington's advice.</p> <p>8 – U4.1.2 Establishing America's Place in the World – Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine.</p> <p>8 – U4.1.3 Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over relative power of the national government.</p> <p>8 – U4.1.4 Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in <i>Marbury v. Madison</i> (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government.</p> <p>8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, and the idea of Manifest Destiny.</p> <p>8 – U4.2.4 Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states.</p>

NHA Unit Objectives

- Describe Washington's decisions as first President that has shaped traditions today.
- Describe the role of the U.S. in world affairs, as per George Washington's farewell address.
- Explain the political and economic challenges faced by the U.S. after the Revolutionary War.
- Describe how development of political parties was a response to the role of government in economic and political issues.
- Evaluate the significance of the Election of 1800 in transferring power to the elected.
- Explain how Judicial Review evolved to become a part of the checks and balances.
- Explain the expansion and settlement of the nation's boundaries.
- Explain the significance of the War of 1812 for the United States as a nation.
- Examine the international problem that led to the Monroe Doctrine (1823) and assess its consequences.
- Detail how transportation systems were developed in response to the Industrial Revolution; both by the government and private enterprise.
- Describe Henry Clay's "American System".
- Explain the main issues, decisions, and consequences of the landmark Supreme Court case: *Gibbons vs. Ogden* (1824).
- Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties, and constitutional government.
- Examine US government policy toward Native Americans prior to the Civil War.
- Evaluate the role of the Protective Tariff (1828) fueling sectionalism between North and South.

NHA Social Studies Unit: Westward Expansion

Grade Eight

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Motivations for Manifest Destiny</p> <ul style="list-style-type: none"> • Right, belief and divine mission in expansionism <p>Birth of Texas</p> <ul style="list-style-type: none"> • War of Texas Independence <ul style="list-style-type: none"> - The Alamo • Annexation into the Union (1845) <p>Oregon Territory</p> <ul style="list-style-type: none"> • Oregon Trail • Settlement of boundaries (1846) <p>Mexican War (1846-1848)</p> <ul style="list-style-type: none"> • Early US Imperialism • Mexican Cession <ul style="list-style-type: none"> - California - New Mexico • Gadsden Purchase <ul style="list-style-type: none"> - US Mainland reaches present size <p>Movement West</p> <ul style="list-style-type: none"> • 49er's & California • Mormons & Utah 	<p>8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, and the idea of Manifest Destiny.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> • Explain the concept of Manifest Destiny and its relationship to territorial expansion and westward movement of settlers including the annexation of Texas, acquisition of Oregon Territory, and territorial acquisition resulting from the Mexican War. • Compare and contrast the motivations of settlers moving to California and Utah. 	

NHA Social Studies Unit: 19th Century American Culture & Reform

Grade Eight

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Reform Movements</p> <ul style="list-style-type: none"> • The Second Great Awakening <ul style="list-style-type: none"> - Religious fervor inspires personal and social reform • Temperance – Alcohol • Education Reform <ul style="list-style-type: none"> - Horace Mann • Abolitionist Movement <ul style="list-style-type: none"> - William Lloyd Garrison - Frederick Douglass - Sojourner Truth - Harriet Tubman <ul style="list-style-type: none"> • Underground Railroad • Women’s Rights <ul style="list-style-type: none"> - For equal pay & co-education - For entering the work world - Suffrage: right to vote - Seneca Falls Convention <ul style="list-style-type: none"> • Declaration of Sentiments and Resolutions 	<p>8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education.</p> <p>8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders, and the response of southerners and northerners to the abolitionist movement.</p> <p>8 – U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders and comparing the Seneca Falls Resolution with the Declaration of Independence.</p> <p>8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement.</p> <p>8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements.</p> <p>8 – U5.1.5 Describe the resistance of enslaved people and effects of their actions before and during the Civil War.</p>
NHA Unit Objectives	
<ul style="list-style-type: none"> • Explain the role religion played in reform movements during the 19th century. • Analyze the goals and effects of the temperance movement. • Explain the origins of the American Education system and Horace Mann’s campaign for free compulsory public education. • Describe the formation, development and role of the abolitionist movement. • Describe the efforts and results of women gaining equal rights in U.S. society. • Compare and contrast the Declaration of Sentiments and Resolutions with the Declaration of Independence. 	

NHA Social Studies Unit: The Civil War

Grade Eight

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>Portrait of the North & South</p> <ul style="list-style-type: none"> The North <ul style="list-style-type: none"> Industrial base Improvements in transportation Increasing Population <ul style="list-style-type: none"> Immigration Urban centered The South <ul style="list-style-type: none"> Agricultural base (cotton) Plantation System Increasing slave population Social Classes <p>Underlying Causes of the Civil War</p> <ul style="list-style-type: none"> Territorial Expansion and Slavery The Emotional Impact of Slavery <ul style="list-style-type: none"> <i>Uncle Tom's Cabin</i> 'Bleeding Kansas' John Brown's raid on Harper's Ferry Fugitive Slave Laws States' Rights Failure of Political Compromise <ul style="list-style-type: none"> Compromise of 1850 Kansas-Nebraska Act, 1854 Founding of the Republican Party, 1854-1856 Dred Scott Decision (1857) Lincoln-Douglas Debate, 1858 Election of 1860 <p>The Civil War Breaks Out</p> <ul style="list-style-type: none"> Secession <ul style="list-style-type: none"> The Confederate States of America Firing on Fort Sumter, 1861 The Presidency of Lincoln <ul style="list-style-type: none"> Personal leadership Opposition Emancipation Proclamation <p>Strengths and Weaknesses of North & South</p> <ul style="list-style-type: none"> Strengths of the South <ul style="list-style-type: none"> Military Leadership Commitment of people to preserve their way of life Strengths of the North <ul style="list-style-type: none"> Effective navy Larger army Manufacturing Agricultural production Transportation system 	<p>8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of:</p> <ul style="list-style-type: none"> agriculture, including changes in productivity, technology, supply and demand, and price industry, including entrepreneurial development of new industries, such as textiles the labor force including labor incentives and changes in labor forces transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices immigration and the growth of nativism race relations class relations <p>8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.</p> <p>8 – U5.1.4 Describe how the following increased sectional tensions</p> <ul style="list-style-type: none"> the Missouri Compromise (1820) the Wilmot Proviso (1846) the Compromise of 1850 including the Fugitive Slave Act the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas the Dred Scott v. Sandford decision (1857) changes in the party system <p>8 – U5.2.1 Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South.</p> <p>8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the</p> <ul style="list-style-type: none"> critical events and battles in the war the political and military leadership of the North and South the respective advantages and disadvantages, including geographic, demographic, economic and technological. <p>8 – U5.2.3 Examine Abraham Lincoln's presidency with respect to</p> <ul style="list-style-type: none"> his military and political leadership the evolution of his emancipation policy (including the Emancipation Proclamation) and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence. <p>8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.</p> <p>8 – U5.3.2 Describe the early responses to the end of the Civil War by describing the</p> <ul style="list-style-type: none"> policies of the Freedmen's Bureau restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes <p>8 – U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku</p>

<ul style="list-style-type: none"> Weaknesses of the South <ul style="list-style-type: none"> Lacked manufacturing Lacked a navy Not prepared for war Weaknesses of the North <ul style="list-style-type: none"> Lacked quality military leadership Not prepared for war <p>Major Battles</p> <ul style="list-style-type: none"> Antietam Vicksburg Gettysburg <ul style="list-style-type: none"> Gettysburg Address <p>Major Personalities of the War</p> <ul style="list-style-type: none"> Abraham Lincoln Jefferson Davis Robert E. Lee Ulysses S. Grant William Tecumseh Sherman “Stonewall” Jackson Clara Barton <p>Results of the War</p> <ul style="list-style-type: none"> Preservation of the Union Abolition of slavery <ul style="list-style-type: none"> Civil Rights Act (1866) Freedman’s Bureau Political power and decision making <ul style="list-style-type: none"> Secession States’ rights Reconstruction <ul style="list-style-type: none"> Lincoln’s Plan & Assassination Johnson’s Plan and Congressional opposition resulted in his impeachment Constitutional Amendments 13, 14 & 15 guaranteeing abolishment of slavery, and equal rights for all races except Native American Indians Problems of economic and social reconstruction led to sharecropping as a substitute for slavery KKK & Black Codes Jim Crow Laws <ul style="list-style-type: none"> Segregation held legal: <i>Plessy vs. Ferguson</i> (1896) The official end of Reconstruction in 1877 	<p>Klux Klan.</p> <p>8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.</p> <p>8 – U5.3.5 Explain the decision to remove Union troops in 1877 and describe its impact on Americans.</p>
<p align="center">NHA Unit Objectives</p>	

- Compare differences in ways of life in the northern and southern states, including the growth of towns, cities and industries in the North with the growing dependence on slavery in the South.
- Analyze and describe how specific events increased sectional tensions and led to the Civil War.
- Map changes in national boundaries and explain reasons why Southern states seceded.
- Examine Abraham Lincoln's presidency.
- Assess the strengths and weaknesses of the north and south in relation to the outcome of the war.
- Examine and analyze the impact of the major battles during the Civil War.
- Describe the importance of the Gettysburg Address.
- Research and describe the roles of various personalities in the Civil War.
- Describe the outcomes from the Civil War.
- Evaluate the fundamental differences in the Reconstruction plans advocated by President Lincoln, Congressional leaders, and President Johnson.
- Analyze the intent and effect of the 13th, 14th, and 15th Amendments to the Constitution.
- Describe the new problems and restrictions faced by African Americans in the years after the Civil War.
- Explain the decision to remove Union troops in 1877 and describe its impact on Americans.

NHA Social Studies Unit: Late 19th Century to Early 20th Century

Grade Eight

NHA Social Studies Content	Michigan Grade Level Content Expectations
<p>United States Develops as a Industrial Power</p> <ul style="list-style-type: none"> Unprecedented growth in agriculture <ul style="list-style-type: none"> Homestead Act (1862) & westward settlement Changes in method of production and distribution of farm goods <p>Immigration</p> <ul style="list-style-type: none"> Two distinct waves: 1840s to 1890s and 1890s to early 1920s Differences were based on national origins, cultural patterns, and religion Similarities included motivations for coming and patterns of community settlement <ul style="list-style-type: none"> Immigrants as rural settlers in the Midwest The Chinese in the Far West Mexicans in the Southwest Irish Immigration: Mass starvation in Ireland, 1845-1850 Industrialization <ul style="list-style-type: none"> Developments in transportation <ul style="list-style-type: none"> Expansion of railroads Developments in communication <ul style="list-style-type: none"> Telegraph Telephone Responses of labor to industrialization <ul style="list-style-type: none"> Created a larger more complex workforce Urbanization & growth of cities Working conditions underwent change which often placed hardship on workers (including women & children) <p>Native American Struggles</p> <ul style="list-style-type: none"> Bureau of Indian Affairs Forced removal to reservations Conflicts <ul style="list-style-type: none"> Sand Creek Massacre Little Big Horn Wounded Knee <p>Extension: Citizenship in the United States</p> <ul style="list-style-type: none"> Legal basis for citizenship <ul style="list-style-type: none"> Citizenship by the “law of soil” Citizenship by birth to an American parent Citizenship through naturalization Responsibilities of citizens <ul style="list-style-type: none"> Civic Responsibilities <ul style="list-style-type: none"> Knowledgeable about the process of government Informed about major issues Participant in the political process Legal Responsibilities <ul style="list-style-type: none"> Knowledgeable about the law Obey the laws Respect the rights of others 	<p>8 – U6.1.1 America at Century’s End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in</p> <ul style="list-style-type: none"> territory, including the size of the United States and land use population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society governmental policies promoting economic development economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in Plessy v. Ferguson, and the response of African Americans the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians

- Understand the importance of law in a democratic society Created a larger more complex workforce	
NHA Unit Objectives	
<ul style="list-style-type: none"> • Explain the growth in agricultural development. • Compare and contrast the two waves of immigration. • Identify events or inventions during the industrialization period and explain how it altered the traditional social pattern and quality of life of individuals. • Explain the policies towards Native Americans and their responses. • Identify the ways that people become citizens of the United States. • Define and explain the importance of individual and civic responsibilities. 	

National Heritage Academies Social Studies Curriculum

Grade: 8th Grade

Grade Level Content Expectations Taught at Another Grade Level

No 8th Grade GLCEs apply at another grade level.

Grade Level Content Expectations Taught in Other Subjects

English – Language Arts

None apply.

Science

None apply.

Mathematics

None apply.

Grade Level Content Expectations Not Specifically Addressed

8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples.

8 – U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery.

8 – U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights).

8 – U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War.

8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.

8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.

8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.

8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

8 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).

SCHEDULE 7-3

STAFF RESPONSIBILITIES

Schedule 7-3 Staff Responsibilities

Job Title: Principal

Department: School Administration

Reports To: Director of School Quality

Employed By: National Heritage Academies

SUMMARY

The principal is dedicated to achieving the mission of “Challenging each child to achieve...”. He or she will hold the unwavering belief that all children can and will learn given the right opportunities. Qualified principals will have a proven track record of achieving significant rates of student growth. Strong leadership and management skills are also required as is the ability to provide instructional support to teachers. To these ends, the principal must be committed to and capable of developing school culture, promoting student achievement, and implementing seamless school operations.

ESSENTIAL DUTIES

The duties include working with students, families and staff to create a thriving school community focused on achieving results. The principal must be able to effectively direct and coordinate educational, administrative, and counseling activities; formulate policy at the school level; make hiring and termination decisions; set salaries; evaluate teacher performance; and plan for his or her own succession.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

A qualified principal has between four and ten years of school leadership experience in working with diverse student populations. The Principal will meet applicable state certification requirements. The principal will be able to demonstrate achievements in student proficiency and growth that can be specifically linked to their leadership and interventions. The ability to interpret student performance data and to develop strategies that differentiate learning based on assessment results is key. Dedication to ongoing professional development is important and the principal should be familiar with education journals, research and current trends in education. As a building leader, the principal should also be comfortable working with financial reports and legal documents.

Both oral and written communication skills are key to success as a principal. The principals will be able to respond aptly to common inquiries from parents, the community, and the authorizer and to present information to the Board of Directors. He or she will have the ability to problem solve and to draft correspondence appropriate to the circumstances. The principal will support and always seek to fulfill the guiding concepts for the school embodied in the mission and the school's moral focus program.

SUPERVISORY RESPONSIBILITIES

A Principal will directly supervise a group of employees, not to exceed 15 employees. This group includes Deans and front office staff, and may in some circumstances include paraprofessional staff, special education and/or specials teachers. The principal will carry out supervisory responsibilities in

accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit; use hands to handle; and reach with hands and arms. The employee is occasionally required to stand and walk. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to wet and/or humid conditions and outside weather conditions. The noise level in the work environment is usually moderate.

Job Title: Dean
Department: School Administration
Reports To: Principal
Employed By: National Heritage Academies

SUMMARY

Deans hold leadership positions within the school and must share their colleagues' commitment to achieving the mission of the school. They must possess an unrelenting drive to change lives, make a difference, transfer knowledge, and create opportunity. Deans will effectively manage people, develop teachers, demonstrate the ability to build culture, and aspire to model the virtues adopted in the moral focus program.

ESSENTIAL DUTIES

Deans are responsible for management oversight and will hold specifically defined roles within the leadership structure. As such, they will manage a subset of the school staff, and provide primary responsibility for various areas of leadership across the building. Like the principal, these responsibilities require individuals who can respond to common inquiries from parents and the community, and who are able to problem solve and communicate effectively.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Qualified deans possess a Bachelor's Degree or higher and a minimum of three to five years of experience in teaching. The Dean will meet applicable state certification requirements. As instructional leaders, deans will demonstrate success in leading, motivating and coaching a team of teachers, who have mastered instructional best practices, and who are continuously seeking new and better approaches to teaching and learning.

SUPERVISORY RESPONSIBILITIES

Directly supervises a subset of instructional employees in the school, to include teachers, special education and paraprofessional staff. He/she will carry out supervisory responsibilities in accordance with the organization's policies and applicable laws. Deans, with the assistance of the Principal, are involved in the interviewing, hiring and training of employees. Responsibilities include planning, assigning and directing of work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit; use hands to handle; and reach with hands and arms. The employee is occasionally required to stand and walk. The employee must occasionally lift and/or move up to 25

pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to wet and/or humid conditions and outside weather conditions. The noise level in the work environment is usually moderate.

Job Title: Teacher
Department: School Teachers
Reports To: Dean
Employed By: National Heritage Academies

SUMMARY

Teachers at the school are committed to the mission and possess an unwavering dedication to promoting high expectations and academic growth. Teachers do not work independently in their classrooms but collaborate with their grade-level teams in planning lessons, honing instructional techniques, and achieving learning objectives. Teachers are able to participate collaboratively and professionally with other staff, as well as with parents, volunteers, and the community. Teachers will promote and always seek to fulfill the guiding concepts for the school, including its mission, moral focus program, and vision.

ESSENTIAL DUTIES

Teachers will be responsible for creating, managing, and participating in a variety of learning environments and activities that provide opportunities for students to develop to their fullest potential and achieve their learning objectives. Teachers will have the ability to apply knowledge of current research and theory to the instructional program and to plan and implement lessons based on school objectives and the needs and abilities of students.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Bachelor's degree is required along with appropriate licensure/certification. Teaching experience, preferably at the elementary school level, is desired.

LANGUAGE SKILLS

Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, and governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to establish and maintain effective working relationships with students, peers, parents and community; ability to speak clearly and concisely in written and oral communication.

MATHEMATICAL SKILLS

Ability to add, subtract, multiply and divide all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret graphs. Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply mathematical concepts to practical situations.

REASONING ABILITY

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to deal with a variety of abstract and concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

CERTIFICATES, LICENSES, REGISTRATIONS

Teaching Certificate/License/Permit with appropriate endorsements valid in the state the Teacher will be teaching.

OTHER SKILLS AND ABILITIES

Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on school objectives and the needs and abilities of students. Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication. Ability to perform duties with awareness of all NHA requirements and School Board policies. Ability to use technology for instructional purposes and to teach current technology skills and the use of technology tools for grade level. Ability to apply knowledge about legal issues to the work setting.

PHYSICAL DEMANDS

The physical demands described here are those that must be met by an employee to successfully perform this job. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential physical functions.

While performing the duties of this job, the employee is regularly required to talk and hear. The employee frequently is required to sit; use hands to handle; and reach with hands and arms. The employee is occasionally required to stand and walk. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to wet and/or humid conditions and outside weather conditions. The noise level in the work environment is usually moderate.

Job Title: Library Technology Specialist
Department: School Staff
Reports To: Principal
Employed By: National Heritage Academies

SUMMARY

The Library Technology Specialist at the school will ascribe to the school's mission and share his or her colleagues' commitment to providing an unparalleled educational opportunity to its students. The Library Technology Specialist will be passionate about introducing students to classic and contemporary literature, instilling them with a life-long love of reading, and instructing them in information literacy. He or she will support and aspire to model the mission of the school and the virtues emphasized in the moral focus program.

ESSENTIAL DUTIES

The Library Technology Specialist will work with classroom teachers to help plan and integrate lessons and provide resources. Students will use technology to research, compose, and present information related to topics studied in other content area classes. He or she must possess the leadership capacity and expertise necessary to ensure that the library and educational technology programs are an integral part of the instructional program of the school

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The school will seek a Library Technology Specialist with a bachelor's degree, experience teaching in a library/media center, and a master's level endorsement in educational technology or library science. As a staff member who is likely to interact regularly with every student, teacher, and administrator, the Library Technology Specialist must possess excellent communication skills, be able to establish and manage effective working relationships, and readily assume the responsibilities of leader, trainer, manager, teacher, and information specialist.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit; use hands to handle; and reach with hands and arms. The employee is occasionally required to stand and walk. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to wet and/or humid conditions and outside weather conditions. The noise level in the work environment is usually moderate.

Job Title: Special Education Teacher
Department: School Teachers
Reports To: Dean
Employed By: National Heritage Academies

SUMMARY

The school will seek a special education teacher who is committed to the school's mission and aspires to model the virtues of the moral focus program. He or she will possess unwavering dedication to changing lives, creating educational opportunity for students and instilling a life-long love of learning. In a position that requires working with students of various academic, physical, and emotional needs, the special education teacher must be able to adapt, prioritize, and work collaboratively with other teachers at the school.

ESSENTIAL DUTIES

The Special Education Teacher is responsible to work with students in the K-8 program that experience emotional, learning, and physical disabilities and are eligible for special education programs and services as determined by an IEP committee. While working with these special education students, the Special Education Teacher may also work with At-Risk students within the general education population and in the general education classroom in conjunction with the support they are providing to students with special needs.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The school will seek a special education teacher with a Bachelor's degree with certification in at least one disability area, experience working with special education students, and a high level of verbal communication and interpersonal skills. He or she will possess discretion, integrity, and flexibility and have a clear understanding of issues of confidentiality.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit; use hands to handle; and reach with hands and arms. The employee is occasionally required to stand and walk. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to wet and/or humid conditions and outside weather conditions. The noise level in the work environment is usually moderate.

Job Title: **Registrar**
Department: **Office Staff**
Reports To: **Principal**
Employed By: **National Heritage Academies**

SUMMARY

The registrar at the school must be committed to the mission of the school, seek to fulfill the virtues of the moral focus program, and be a dedicated team player. The school will seek a registrar who can communicate effectively with parents, students, school staff, and the community and is able to supervise school volunteers. The registrar will often be the first representative of the school that parents and others interact with, and thus must be able to create a customer-centered, professional environment.

ESSENTIAL DUTIES

The registrar is accountable for the organization and daily functioning of student enrollment management; maintaining student information in the AtSchool database, including course schedules; and ensuring compliance with People Services policies.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The registrar will possess an Associate's Degree and/or two to four years of experience in an office or school administrative position and must be proficient with PCs and basic Microsoft Office software.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit; use hands to handle; and reach with hands and arms. The employee is occasionally required to stand and walk. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT

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While performing the duties of this job, the employee is occasionally exposed to wet and/or humid conditions and outside weather conditions. The noise level in the work environment is usually moderate.

SCHEDULE 7-4

METHODS OF ACCOUNTABILITY AND PUPIL ASSESSMENT

METHODS OF ACCOUNTABILITY AND PUPIL ASSESSMENT

Grand Valley State University shall evaluate the success of the Academy by considering multiple areas of performance. A Comprehensive Performance Review (CPR) system will be established by Grand Valley State University Charter Schools Office and shall include, but not be limited to, the performance of the Academy in the areas of student performance, board governance, organizational performance, compliance reporting, facility conditions, fiscal strength and reporting and other pertinent performance data, as required by federal and state law, the authorizing contract, or desired by the authorizer for review.

Included in the Comprehensive Performance Review shall be the requirements of Article VI Section 6.5 of the authorizing agreement, which states:

Section 6.5. Methods of Accountability. In addition to those set forth in this Section 6.5, the Academy shall evaluate its pupils' work based on the assessment strategies identified in the Schedules. The Academy shall provide the University Charter Schools Office with copies of reports, assessments and test results concerning the following:

- a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the University Charter Schools Office;
- b) an assessment of the Academy's student performance at the end of each academic school year or at such other times as the University Board may reasonably request;
- c) an annual education report in accordance with the Code;
- d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration, or a program of testing approved by the University Charter Schools Office Director; and
- e) all tests required under Applicable Law.

The University Board may use such reports, assessments and test results in making its decision to revoke, terminate, or not issue a new contract at the end of the Contract.

Date:

5/4/11


Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Vanderbilt Charter Academy Board of Directors at a properly noticed open meeting held on the 4 day of May, 2011, at which a quorum was present.


Board Secretary

SCHEDULE 7-5

ACADEMY'S ADMISSION POLICIES AND CRITERIA

VANDERBILT CHARTER ACADEMY

Admission and Enrollment Policy

Admission to the Academy shall be open to all age-appropriate children for grade levels offered in accordance with the Academy's charter contract without charge for tuition and without discrimination on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal for an existing school district. Admission shall comply with all applicable federal and state laws. Admission shall be limited to those students who are residents of the state, except a foreign exchange student.

The Academy will remove barriers to the enrollment and retention in school of children and youth experiencing homelessness by developing and implementing practices and procedures consistent with the McKinney-Vento Homeless Education Assistance Act and applicable state law. The school will ensure that all identified homeless children and unaccompanied youth receive a free and appropriate education and are given meaningful opportunities to succeed in the school.

It is the policy of the Board that its educational service provider develop and implement practices and procedures that control the admission and enrollment of students, including public notice, lottery and random selection drawing to be used when the number of applicants exceed the number of available spaces for grades offered. Detailed application, lottery and admission practices and procedures shall be available to parents and the general public at the school office. The Board will annually approve offered seats and maximum class size of the Academy.

References:

US Constitution, Fourteenth Amendment

Title IX of Education Amendments Act (20 USC 1681 et. seq.)

The Civil Rights Act of 1964

The McKinney-Vento Homeless Education Assistance Act (42 USC §11434a[2])

Rehabilitation Act of 1973 (29 USC 791 et. seq.)

Equal Educational Opportunity Act of 1974 (20 USC 1703 et. seq.)

The Americans with Disabilities Act of 1990 (42 USC 12101 et. seq.)

Michigan Constitution

MCL 37.1101 et. seq.; 37.1402; 37.2402; 380.503 et. seq.; 380.504 et. seq.; 380.1146; 380.1704

National Heritage Academies Admissions and Enrollment Practices & Procedures

National Heritage Academies Homeless Child Practices & Procedures

Effective Date: November 4, 2009

NHA PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT (MI)

The school will comply with all applicable federal and state laws related to admissions and enrollment.

Non-Discrimination

The school will not discriminate on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal for an existing school district.

Open Enrollment Period and Notice

The “**Open Enrollment Period**” is from the first day of school of the current school year until 5:00 p.m. on the last day of business in February of the current school year. Notice of the Open Enrollment Period and application process will be designed to inform the persons most likely to be interested in the school.

National Heritage Academies (NHA) and/or the school will provide notice of open enrollment by (a) printing a legal notice of the enrollment period in a local newspaper of general circulation; (b) mailing a written notice of the open enrollment period and an application to all families who inquire about school enrollment; and (c) posting a written notice of the open enrollment period at the school. In addition, notice may also be provided by airing a public service announcement on local television.

As part of the enrollment process, the school staff will seek to meet with families, parents and students prior to the first day of school via parent and student orientation meetings. In this way, applicants and their parents will have the opportunity to become fully informed as to the nature and scope of the school, its curriculum, and requirements.

Application Procedures

Interested parties may obtain applications at:

- The offices of the school
- The service center of NHA at 3850 Broadmoor SE, Suite 201, Grand Rapids, MI 49512
- www.nhaschools.com or by calling NHA at 866-NHA-ENROLL

Applications will be mailed or faxed to anyone requesting an application by telephone.

Applications for the current school year will be accepted until the end of the current school year and available seats will be filled. Applications for the subsequent school year are received during the Open Enrollment Period. If applications received exceed offered seats in any grade level (“over-subscribed grades”), a random selection process will take place for all grade levels including under-subscribed grade levels. If applications received are fewer than offered seats in each and every grade level (“under-subscribed grades”), all eligible applicants will be accepted and a random selection process will not be conducted.

All applications received after the Open Enrollment Period will not be eligible to participate in the random selection process, and will be added to the end of the accepted list if offered seats are still available after the random selection process, or to the resulting waiting list created at the time of the random selection process.

Accepted applicants must confirm their intent to attend the school within four weeks of acceptance by returning certain initial forms, including an Admissions Form and an Official Release of Records Form. The school will send letters to parents reminding them of this obligation in order to enroll their child. The school will send all applicants a postcard to inform parents that if the student does not attend the first day of school or call in to request an excused absence by the date and time indicated, the student will forfeit his/her registered status in the school and will not be enrolled. The school will attempt to call all applicants who have not responded to inquire whether the applicant is still planning to attend.

NHA PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT (MI)

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to reenter the random selection process. However, they will be requested to complete a re-enrollment form by the end of the Open Enrollment Period showing intent to re-enroll for the subsequent school year. All applicants on a waiting list must resubmit an application for the following school year during the next Open Enrollment Period.

Standby Opportunity Plan

The Standby Opportunity Plan (SOP) is a procedure by which the school may decide to revise its waiting list on the first day of school. If the school follows this procedure, the school will send all applicants on the waiting list a registration card prior to the first day of school. To be included in the SOP, the applicant must return the card to the school by the date indicated and include phone numbers where the applicant can be reached the first day of school between the times listed on the card. In the event of an offered seat becoming available, the school will attempt to reach the parent participating in the SOP and offer the seat. If the school cannot reach the parent at the phone numbers and during the times provided on the card, the school will contact the next person on the waiting list who is participating in the SOP. If a student participates in the SOP and a seat is not available for them, they will receive a higher waiting list priority than those students who did not participate.

Random Selection Process

The random selection process shall be open to the public, and the school will notify all applicants of the time and place. A neutral third party person will be present during the random selection process. This person will not be related to any student, staff member, or anyone applying to the school. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill offered seats prior to and during the school year for which the student applied. After all eligible names have been randomly selected, the school will add the names of applicants who submitted applications after the Open Enrollment Period in the order in which they were received. The random selection process will be videotaped. In the event of any discrepancy, the video tape will be the official record of placement of students.

Class Size and Offered Seats

Class size and offered seats will be recommended by NHA and submitted to the school board of directors for approval. In order to make provision for student attrition (reenrolling students who indicate that they are coming back but do not return on the first day of school) and erosion (new students who have been accepted for offered seats but are absent without excuse on the first day of school), the school may over-subscribe grades. The number of students to be over-subscribed will be determined based on historical and forecasted attrition and erosion. In addition, the number of classrooms may fluctuate in the event the number of students enrolled warrants the increase or decrease in number of classrooms. In no event will over-subscription, or fluctuations in the number of classrooms result in a violation of any provision or limit contained within the school's charter or applicable law.

Enrollment Preferences

Enrollment preference is first given to currently enrolled students. Next preference is given to the following ordered categories of applicants:

- Siblings of currently enrolled students
- Siblings of students selected in the random selection process
- All remaining applicants

If a student is selected for a grade level that still has offered seats available and the student has a sibling applying for a grade that no longer has offered seats available, the student will be accepted for his/her grade

NHA PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT (MI)

level and the student's sibling will be placed on the waiting list for his/her grade level with sibling preference. Therefore, while sibling preference applies, siblings are not guaranteed a seat.

Procedural Steps

Step 1: Setup

A list with the name of each student who submitted an application during the Open Enrollment Period will be created. The list will include the student's name, grade level to which the student is applying, street address, and names and grade levels of any siblings who are also applying for admission to the school.

Step 2: Admission of Applicants Applying for Under-Subscribed Grades

A neutral third-party person will randomly select the names of each applicant for each under-subscribed grade level. If the accepted student has siblings who are also applying for admission, the siblings will be accepted if there are offered seats available, or placed on the waiting list with sibling preference if offered seats are not available. This admissions process will continue for the successive under-subscribed grades for all students until all names have been selected with their associated siblings.

Step 3: Admission of Applicants Applying for Over-Subscribed Grades

A neutral third-party person will then randomly select the order in which over-subscribed grades will be filled. Student will be randomly selected for available seats or placed on the waiting list if an offered seat is not available. If the selected student is accepted and has siblings who are also applying for admission, the siblings will be accepted if there are offered seats available or placed on the waiting list with sibling preference if offered seats are not available. If the selected student is placed on the waiting list and has siblings who are also applying, the siblings' names will not be selected at this time, but will wait until their grade level is selected.

Step 4: Waiting List Priority

Students will continue to be randomly selected until all names are selected. After a grade level's seats are full, all remaining names will be placed on the waiting list in the order in which they are selected. Applications received after the Open Enrollment Period will be added to the end of the waiting list for the appropriate grade in the order in which they were received.

When a seat becomes available in a particular grade due to attrition, erosion, or other event, if that particular grade has a waiting list, that available seat will be filled by the first student on the waiting list for that particular grade. If a waiting list does not exist for that particular grade, but exists for another grade, the school may (subject to applicable enrollment limits and board approved offered seats) fill the available seat using the first student on the waiting list in a different grade, the grade deemed most beneficial to student and school considering class size, teacher capacity, and other school operational factors.

Appeals

Any parent or guardian who wishes to contest or appeal any aspect of the random selection process may do so in writing to the school's board of directors sent to the school's address. Following receipt of the parent's written appeal, a representative of the board of directors will contact the parent to discuss the nature of the concern or objection. Final decisions will be made by the board of directors or its designee.

Homeless Child

1. PURPOSE

To remove barriers to the enrollment and retention in school of children and youth experiencing homelessness in compliance with the McKinney-Vento Homeless Education Assistance Act (42 USC §11434a[2]) ("McKinney-Vento Act").

2. PRACTICE

The school will adhere to the provisions of the McKinney-Vento Act and applicable state requirements to ensure that all identified Homeless Children and Unaccompanied Youth receive a free and appropriate education and meaningful opportunities to succeed in the school.

Definitions

"Homeless Child" - a child who does not have a fixed, regular, and adequate nighttime residence or whose primary nighttime location is in a public or private shelter designated to provide temporary living accommodations, or a place not designed for, or ordinarily used as regular sleeping accommodations for human beings. This definition includes a child who is:

- sharing the housing of other persons due to loss of housing, economic hardship or similar reason (sometimes referred to as double-up);
- living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- living in a car, park, public space, abandoned building, substandard housing, bus or train stations or similar settings;
- abandoned in hospitals;
- awaiting foster care placement (eligibility for services for children already placed in foster care should be discussed between the Liaison and the social service provider);
- a migratory child who qualifies as homeless because he or she is living in circumstances described above; or
- an Unaccompanied Youth.

"School of Origin" - the school the child attended when permanently housed or the school in which the child was last enrolled.

"Unaccompanied Youth" - a youth not in the physical custody of a parent or guardian.

3. APPLICABILITY

This document applies to all National Heritage Academies (NHA) schools.

4. RESPONSIBILITY

4.1 The school principal will designate a local homeless Liaison ("Liaison").

4.2 The Liaison will serve as one of the primary contacts between homeless families and school staff, district personnel, shelter workers, state coordinators for Homeless Children, public and private service providers in the community, housing and placement agencies, and other service providers.

Homeless Child

4.3 The Liaison will:

- Identify and enroll Homeless Children;
- Ensure that Homeless Children and their families receive eligible educational services;
- Make referrals to health, mental health, dental, and other services;
- Inform parents/guardians of educational and related opportunities available to their children;
- Provide parents/guardians with meaningful opportunities to participate in their child's education;
- Inform parents/ guardians and Homeless Children of all transportation services, and assist them in accessing these services;
- Clearly communicate all required information in a form, manner, and language that is understandable;
- Ensure proper mediation of enrollment disputes according to the McKinney-Vento Act and complaint procedures;
- Disseminate public notice of the educational rights of Homeless Children;
- Conduct annual training for school personnel on possible indicators of homelessness, sensitivity in identifying Homeless Children, and procedures for reporting to the Liaison; and.
- Record *AtSchool* information (See Exhibit 6.1);

5. PROCEDURES

5.1 Identification

The burden is on the school to show that the child is not a Homeless Child. The Liaison, in collaboration with school personnel and community organizations, will identify Homeless Children, both in and out of school. Community organizations may include family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, welfare departments and other social service agencies, street outreach teams, faith-based organizations, truancy and attendance officers, local homeless coalitions, and legal services.

The Liaison must use the Student Residency Questionnaire ("SRQ") (Exhibit 6.2; for Louisiana, see Exhibit 6.3) upon enrollment and clearly describe current living arrangements of the child to determine whether the child meets the definition of a Homeless Child. Upon the receipt of an SRQ indicating potential homelessness, the Liaison will implement these practices and procedures document and ensure adherence with federal, state and NHA requirements.

NOTE: For New York schools only: Upon determination of appropriate school selection, the parent (or Liaison if no parent is available) will complete the New York STAC-202 form (Exhibit 6.4), following the instructions contained therein. Upon receipt of the STAC-202 form, the Liaison will forward the form to the New York Commissioner, Intervention Services at the NHA Service Center, and keep a copy in the school's records.

5.2 School Selection

Homeless Children have the right to remain at their School of Origin or to attend any school that houses students who live in the attendance area in which they are actually living.

Homeless Child

If the parent/guardian agrees, Homeless Children will remain at their School of Origin to the extent feasible. Homeless Children may remain at their School of Origin the entire time they are in transition and until the end of any academic year in which they become permanently housed. The same applies if they lose their housing between academic years.

Feasibility is a child-centered determination, based on the needs and interests of the particular child and the parent/guardian or child's wishes. Services that are required to be provided, including transportation and services under federal and other programs, shall not be considered in determining feasibility. Feasibility considerations may include:

- Safety of the child;
- Continuity of instruction;
- Likely area of family or child's future housing;
- Time remaining in the academic year;
- Anticipated length of stay in temporary living situation;
- School placement of siblings; or
- Whether the child has special needs that would render the commute harmful.

5.3 Enrollment

The school selected for enrollment must immediately enroll any Homeless Child. Unaccompanied Youth may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or the Liaison. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, any unpaid school fees, lack of uniforms or clothing that conforms to the school's dress code or any factor related to the child's living situation.

The school will coordinate the transfer of school records with other schools and contact the child's previous school to obtain school records. Initial placement of a child whose records are not immediately available will be made based on the child's age and information gathered from the child, parent, and previous schools or teachers. If no immunization records are available, the school office will refer students to the Liaison to assist with obtaining these records from state registries and/or community based clinics.

The school will excuse any tardiness or absence related to a Homeless Child's living situation when applying any school policy regarding tardiness or absences.

5.4 Services

The school must provide Homeless Children services comparable to services offered to other students in the school, including:

- Transportation;
- Title I;
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners;
- School nutrition programs (the school will provide free meals to the Homeless Child as all Homeless Children are automatically eligible for free meals);
- Vocational and technical education programs;
- Gifted and talented programs; and
- Before- and after-school programs

Homeless Child

Transportation

At a parent/guardian's request, the school will provide transportation to and from the School of Origin. The Liaison will coordinate these arrangements, which may include arrangements with the social service district. The school must provide the transportation for the entire time the child has a right to attend that school, as defined above, including during pending disputes. The length of the commute will only be considered in determining the *feasibility* of placement in the School of Origin based on potential harm to the child. Prior to selection of a school, the Liaison will inform the parent/guardian or Unaccompanied Youth of this right to transportation. Transportation disputes will not result in a Homeless Child missing school. If such a dispute arises, the school will arrange transportation and immediately bring the matter to the attention of the state authorities following the appropriate complaint procedures as detailed in this document.

Title I

Homeless Children are automatically eligible for Title I services. The school will reserve the necessary funds to provide services comparable to those provided to Title I students attending non-participating schools, including education related support services and removing barriers that prevent attendance. The Liaison and the Title I director at the NHA Service Center will develop the formula (based upon the per-pupil Title I expenditures) to use for determining the necessary funds to reserve.

The Title I director and the Liaison will ensure coordination between the Title I plan and the McKinney-Vento Act, including the academic assessment, reporting and accountability systems required by federal law and the U.S. Department of Education.

Educational Services

The school shall give evaluations of Homeless Children suspected of having a disability priority and coordinate the evaluation with the student's prior and subsequent schools, as necessary, to ensure timely completion of a full evaluation. When necessary, the school will expeditiously designate a surrogate parent for Homeless Children suspected of having a disability. The school will immediately implement the child's Individualized Education Program (IEP), if available, and promptly conduct any necessary IEP meetings or re-evaluations. If complete records are not available, IEP teams will use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services in an attempt to avoid any disruption in services.

5.5 Complaint and Dispute Resolution

The following steps and procedures should take place in resolving disputes regarding enrollment, school placement, or services.

Complaint

- A complaint is an oral or written and signed statement alleging the violation of a federal or state law, rule, or regulation. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received,

Homeless Child

unless a longer period is reasonable because the violation is considered systemic or ongoing.

- Parents, teachers, administrators, or other concerned individuals or organizations may file a complaint ("Complainant"). Faculty and staff with knowledge of a complaint must refer the Complainant to the Liaison.
- The Complainant may submit the complaint in writing to the Liaison, using the attached Complaint Resolution Initiation Form (Exhibit 6.5). The Complainant may choose to initiate the complaint orally.

Role of School

- Immediately enroll the child in the school preferred by the person(s) bringing the complaint.
- Provide all educational services for which the child is eligible, pending resolution of the dispute.

Role of Liaison

- After receipt of the complaint, the Liaison must provide a written explanation of the school placement decision and/or provided services to the Complainant and discuss the complaint with the Complainant. The Liaison must provide a written proposed resolution or a plan of action to the Complainant within five (5) days of receipt of the complaint, or within seven (7) business days of notification of dispute (Georgia only).
- If the Liaison does not resolve the dispute, the Complainant may forward it to the school principal. The Liaison must provide a written resolution to the parties within five (5) days of the discussion with the principal, or within ten (10) business days of the second dispute (Georgia only). The Complainant has a right to obtain assistance from advocates or attorneys in addressing a complaint.
- The Liaison will carry out the dispute resolution in an expeditious manner and will provide the Complainant these written procedures, including the appeal procedures outlined below.
- In the event the school is unable to resolve the complaint, the Complainant may pursue the applicable appeal procedure(s).

Appeal Procedures – Colorado

If the dispute is not resolved at the school level, the Liaison will assist the Complainant in contacting a mediator from the Colorado Mediator Resource Network (services at no charge to the Complainant) or may direct the Complainant to the Colorado Department of Education (CDE).

Address the complaint to the following address:

- State Coordinator for the Education of Homeless Children and Youth, Colorado Department of Education, State Office Building, 201 East Colfax Avenue, Denver, Colorado 80203-1799.

Use the Colorado Dispute Report Form (Exhibit 6.6) during the appeal process.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;

Homeless Child

- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue; and
- the relief the person is seeking.

If the State Coordinator is unable to resolve the complaint within 15 business days, the Complainant may file a written complaint to the State Coordinator who, with a team, will review the complaint with the mandates of the Title X law. Within 15 days of receipt of the complaint, the Coordinator will issue a written decision to the parties via mail.

Appeal Procedures – Georgia

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Georgia Department of Education state homeless coordinator. The Liaison may assist the Complainant in contacting the Department.

Address the complaint to the following address:

- Program Consultant, Homeless Education Program, Georgia Department of Education, 1866 Twin Towers East, 205 Jesse Hill, Jr. Drive, SE, Atlanta, Georgia 30334.

Appeal Procedures – Indiana

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Indiana Department of Education (IDOE). Complaints made under this process must be in writing and signed by the Complainant.

If the complaint involves enrollment or school placement of homeless children, address the complaint to the following address:

- State Board Liaison; Indiana Department of Education; Room 299, State House; Indianapolis, Indiana 46204.

If the complaint involves comparable services offered to homeless children, address the complaint to the following address:

- Director of the Division of Educational Options; Indiana Department of Education; Room 299, State House; Indianapolis, Indiana 46204.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue; and
- the relief the person is seeking.

Homeless Child

The IDOE will issue a letter of acknowledgement to the Complainant and the Liaison containing the IDOE's commitment to issue a resolution in the form of a *Letter of Findings*.

An IDOE complaint investigator will review all relevant information and issue the *Letter of Findings* to the Complainant.

If the complaint involves enrollment or school placement, a hearing shall be held with each interested party given at least 10 days notice of the hearing. Any interested party may appear at the hearing in person or by counsel, present evidence, cross-examine witnesses, and present in writing or orally summary statements of position. The Indiana State Board of Education or a hearing examiner may conduct the hearing at any place in Indiana.

The determination of the IDOE or Indiana State Board of Education as a result of the proceedings described above is final and binding on the parties to the proceedings.

Appeal Procedures – Louisiana

If the dispute is not resolved at the school level, the Liaison will assist the Complainant in contacting the local (EBR) Liaison for assistance with the appeal process. In the event the dispute is not resolved at the (EBR) Liaison level, the Complainant may contact the State Coordinator to hear an appeal of the Local (EBR) Liaison's decision.

Address the complaint to the following address:

- State Coordinator – Homeless Education, Louisiana Department of Education, Office of School & Community Support, P.O. Box 94064, Baton Rouge, Louisiana 70804.

The DOE will acknowledge receipt of the complaint in writing to the Complainant and provide written resolution of the complaint within 60 days of the date the DOE receives the complaint. The decision will include the Complainant's right to request the Secretary of the U.S. Department of Education to review the final decision of the DOE, at the Secretary's discretion.

Appeal Procedures – Michigan

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Michigan Department of Education. Complaints made under this process must be in writing and signed by the Complainant.

Address the complaint to the following address:

- State Homeless Coordinator, Office of Field Services, Michigan Department of Education, P.O. Box 30008, Lansing, MI 48909.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue; and

Homeless Child

- the relief the person is seeking.

The State Homeless Coordinator will gather needed information from statements of the parties involved and will forward the information to the Director of the Office of Field Services along with a recommendation of resolution or for further investigation.

Within 30 days after receiving a complaint, the Director of the Office of Field Services will recommend a resolution and will inform interested parties in writing of the decision.

If a Complainant or one of the parties involved in the complaint disagrees with the decision, that party may, within 10 working days, appeal to the Deputy Superintendent. This appeal must be in writing and state why the party disagrees with the decision of the Director of the Office of Field Services.

Within 30 days after receiving an appeal, the Deputy Superintendent will render a final administrative decision and notify the Complainant and the school in writing.

If the party disagrees with the decision of the Deputy Superintendent, the party may request a review of the decision by the United States Secretary of Education in accordance with 34 CFR Part 299.11.

Appeal Procedures – North Carolina

If the dispute is not resolved at the school level, the Complainant may direct the complaint, orally or written, to the North Carolina Department of Public Instruction.

Address the complaint to the following address:

- State Homeless Coordinator, Homeless Education & Rural Education Achievement Program Consultant, Compensatory Education, NC Department of Public Instruction, 6351 Mail Service Center, Raleigh, NC 27699-6351.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue; and
- the relief the person is seeking.

The Liaison will provide the State Homeless Coordinator with any information that the State Homeless Coordinator requests regarding the issues presented in the appeal.

The State Homeless Coordinator will provide the school and the Complainant the opportunity to respond to any decision made and to provide any additional evidence the Complainant deems relevant.

Within 10 schools days following receipt of the appeal, the State Coordinator shall issue a final written decision to the school and the Complainant .

Homeless Child

Appeal Procedures – New York

If the dispute is not resolved at the school level, the Liaison will assist the Complainant in contacting the Commissioner, completing the New York Form Petition (Exhibit 6.7), and providing copies of the form and supporting documentation at no cost to the Complainant.

The Liaison will provide the Complainant an acknowledgement of receipt of the Form Petition and will transmit the Form Petition and related documents on behalf of the Complainant to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234 within five days of receipt.

If a stay request is made on the Form Petition and the Commissioner grants a stay order, the Homeless Child may continue attending the school until the Commissioner issues an appeal decision. If the Commissioner denies the stay request, the Homeless Child can be asked by the principal to leave the school immediately.

If the Commissioner sustains the appeal of the Complainant, the Homeless Child can continue attending the school. However, if the Commissioner dismisses the appeal, the Homeless Child can be asked by the principal to leave the school immediately.

Appeal Procedures – Ohio

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Ohio Department of Education. Complaints made under this process must be in writing and signed by the Complainant.

Address the complaint to the following address:

- Homeless Education Coordinator, Ohio Department of Education, 25 S. Front Street, Mail Stop 404, Columbus, Ohio 43215.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue; and
- the relief the person is seeking.

The Homeless Education Coordinator will recommend a decision to the Complainant and the Liaison. If unresolved, the Complainant may file a final appeal to the State Superintendent of Public Instruction for review and disposition.

6. EXHIBITS

6.1 AtSchool Homeless Procedures

Homeless Child

- 6.2 [Student Residency Questionnaire](#)
- 6.3 [Louisiana Residency Questionnaire](#)
- 6.4 [New York STAC-202 Form](#)
- 6.5 [Complaint Resolution Initiation Form](#)
- 6.6 [Colorado Dispute Report Form](#)
- 6.7 [New York Form Petition](#)

SCHEDULE 7-6

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

[illegible]

SCHEDULE 7-7

AGE/GRADE RANGE OF PUPILS ENROLLED

Schedule 7-7
Age or Grade Range of Pupils

The Academy will enroll students in Kindergarten through Eighth Grade to age-appropriate students. The Academy may add grades with the prior written approval of the Charter Schools Office or the Board of Trustees.

SCHEDULE 7-8

**ADDRESS AND DESCRIPTION OF PROPOSED PHYSICAL PLANT; LEASE
OR DEED FOR PROPOSED SITE; OCCUPANCY CERTIFICATE**

Schedule 7-8
Address and Description of Physical Plant

Vanderbilt Charter Academy
301 West 16th Street, Holland, MI 49423

Vanderbilt Charter Academy is a two story concrete/steel remodel of a catholic school with a three story addition. The building is equipped with a heat pump, cooling tower and boiler Hvac system and has a membrane roofing system with brick façade.

CERTIFICATE OF USE AND OCCUPANCY

PERMANENT

RECEIVED

OCT 30 2008

Michigan Department of Labor & Economic Growth
Bureau of Construction Codes/Building Division

P. O. Box 30254
Lansing, MI 48909
(517) 241-9317

BOUMA CORPORATION

Building Permit No. B026220
Vanderbilt Charter
301 W 16th Street
Holland, Michigan
Ottawa County

The above named building of Use Group E and Construction Type 2B is approved for use and occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 230 OF THE PUBLIC ACTS OF 1972, AS AMENDED, BEING §125.1513 OF THE MICHIGAN COMPILED LAWS, AND, IN ACCORDANCE WITH SECTION 110.0 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY.



Larry Lehman, Chief
Charles E. Curtis, Assistant Chief
Building Division

October 28, 2008

TWELFTH LEASE AMENDMENT

THIS LEASE AMENDMENT is entered into May 12, 2010 to be effective July 1, 2010, by and between NATIONAL HERITAGE ACADEMIES, INC., of 3850 Broadmoor SE, Ste. 201, Grand Rapids, Michigan 49512 ("Landlord") and VANDERBILT CHARTER ACADEMY, a public school chartered under the laws of the State of Michigan, having an address of 301 W. 16th Street, Holland, Michigan 49423 ("Tenant").

Recitals

A. Landlord and Tenant entered into a real estate lease dated September 21, 1999, as amended (the "Lease"); whereby Tenant leased real estate and improvements located at 301 W. 16th Street, Holland, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant desires to amend its Lease with Landlord upon the following terms and conditions.

The parties agree as follows:

1. **Premises.** The following paragraph shall be added to Article 1 of the Lease:

1.3 In accordance with the terms and conditions of the "Management Contract" of even or similar date hereto entered into by and between Landlord and Tenant, Landlord is contractually obligated to fulfill certain obligations that are the obligations of the Tenant under the terms of this Lease (the "Obligations"). In the event that the Landlord fails to timely perform or fulfill the Obligations and said failure is not otherwise excused by the terms of the Management Contract, nor is Landlord's failure due to the fault of the Tenant, then said failure shall not be deemed to be a default by Tenant under the terms of this Lease. This provision shall automatically lapse upon termination for any reason, including expiration without a renewal, of the Management Contract.

2. **Term.** Sections 2.1 and 2.2 of Article 2 shall be deleted in its entirety and replaced as follows:

2.1 The term of the Lease shall commence on July 1, 2010 and shall terminate on June 30, 2011, unless sooner terminated as provided in the Lease.

3. **Survival.** Except as expressly set forth above, all of the remaining terms and conditions of the Lease shall continue in full force and effect.

LANDLORD:

National Heritage Academies, Inc.,
a Michigan corporation

By: 

Greg Lambert
Its: Treasurer

TENANT:

Vanderbilt Charter Academy

By: 

Its: Board President

ELEVENTH LEASE AMENDMENT

THIS LEASE AMENDMENT is entered into May 13, 2009, to be effective July 1, 2009, by and between NATIONAL HERITAGE ACADEMIES, INC., of 3850 Broadmoor SE, Ste. 201, Grand Rapids, Michigan 49512 ("Landlord") and VANDERBILT CHARTER ACADEMY, a public school chartered under the laws of the State of Michigan, having an address of 301 W. 16th Street, Holland, Michigan 49423 ("Tenant").

Recitals

A. Landlord and Tenant entered into a real estate lease dated September 21, 1999, as amended (the "Lease"), whereby Tenant leased real estate and improvements located at 301 W. 16th Street, Holland, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant desires to amend its Lease with Landlord upon the following terms and conditions:

1. **Term.**

2.2 The term of this Lease shall commence on July 1, 2009 and shall terminate effective June 30, 2010, unless sooner terminated as hereinafter set forth.

2. **Survival.** Except as expressly set forth above, all of the remaining terms and conditions of the Lease shall continue in full force and effect.

LANDLORD:

National Heritage Academies, Inc.,
a Michigan corporation

By: Greg Lambert

Greg Lambert

Its: Sr. Vice President & CFO

TENANT:

Vanderbilt Charter Academy

By: P.M. Peck

Its: Board President

Vice

TENTH LEASE AMENDMENT

THIS LEASE AMENDMENT is entered into May 14, 2008, to be effective July 1, 2008, by and between NATIONAL HERITAGE ACADEMIES, INC., of 3850 Broadmoor SE, Ste. 201, Grand Rapids, Michigan 49512 ("Landlord") and VANDERBILT CHARTER ACADEMY, a public school chartered under the laws of the State of Michigan, having an address of 301 W. 16th Street, Holland, Michigan 49423 ("Tenant").

Recitals

A. Landlord and Tenant entered into a real estate lease dated September 21, 1999, as amended (the "Lease"), whereby Tenant leased real estate and improvements located at 301 W. 16th Street, Holland, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant desires to amend its Lease with Landlord upon the following terms and conditions:

1. **Term.**

2.2 The term of this Lease shall commence on July 1, 2008 and shall terminate effective June 30, 2009, unless sooner terminated as hereinafter set forth.

2. **Rental.**

3.1 The annual and monthly rental payments within Article 3.1 of the Lease are hereby amended to provide that the annual rent shall be Five Hundred Five Thousand Seven Hundred Sixty and No/100 Dollars (\$505,760.00) and the monthly rent shall be Forty-Two Thousand One Hundred Forty-Seven and 00/100 Dollars (\$42,147.00) or a proportionate part thereof for any partial year or monthly installment, payable in advance on the 1st day of each month.

3. **Survival.** Except as expressly set forth above, all of the remaining terms and conditions of the Lease shall continue in full force and effect.

LANDLORD:

National Heritage Academies, Inc.,
a Michigan corporation

By: [Signature]
Greg Lambert
Its: Sr. Vice President & CFO

TENANT:

Vanderbilt Charter Academy

By: [Signature]
Vice
Its: Board President

NINTH LEASE AMENDMENT

THIS LEASE AMENDMENT is entered into May 2, 2007, to be effective July 1, 2007, by and between NATIONAL HERITAGE ACADEMIES, INC., of 3850 Broadmoor SE, Ste. 201, Grand Rapids, Michigan 49512 ("Landlord") and VANDERBILT CHARTER ACADEMY, a public school chartered under the laws of the State of Michigan, having an address of 301 W. 16th Street, Holland, Michigan 49423 ("Tenant").

Recitals

A. Landlord and Tenant entered into a real estate lease dated September 21, 1999, as amended (the "Lease"), whereby Tenant leased real estate and improvements located at 301 W. 16th Street, Holland, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant desires to amend its Lease with Landlord upon the following terms and conditions:

1. **Term.**

2.2 The term of this Lease shall commence on July 1, 2007 and shall terminate effective June 30, 2008, unless sooner terminated as hereinafter set forth.

2. **Rental.**

3.1 The annual and monthly rental payments within Article 3.1 of the Lease are hereby amended to provide that the annual rent shall be Four Hundred Eighty-Seven Thousand Two Hundred and No/100 Dollars (\$487,200.00) and the monthly rent shall be Forty Thousand Six Hundred and 00/100 Dollars (\$40,600.00) or a proportionate part thereof for any partial year or monthly installment, payable in advance on the 1st day of each month.

3. **Survival.** Except as expressly set forth above, all of the remaining terms and conditions of the Lease shall continue in full force and effect.

LANDLORD:

National Heritage Academies, Inc.,
a Michigan corporation

By: 
Greg Lambert
Its: Sr. Vice President & CFO

TENANT:

Vanderbilt Charter Academy

By: 
Its: Board President

EIGHTH LEASE AMENDMENT

THIS LEASE AMENDMENT is entered into MAY 3, 06, to be effective July 1, 2006, by and between NATIONAL HERITAGE ACADEMIES, INC., of 3850 Broadmoor SE, Ste. 201, Grand Rapids, Michigan 49512 ("Landlord") and VANDERBILT CHARTER ACADEMY, a public school chartered under the laws of the State of Michigan, having an address of 301 W. 16th Street, Holland, Michigan 49423 ("Tenant").

Recitals

A. Landlord and Tenant entered into a real estate lease dated September 21, 1999, as amended (the "Lease"), whereby Tenant leased real estate and improvements located at 301 W. 16th Street, Holland, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant desires to amend its Lease with Landlord upon the following terms and conditions:

1. **Term.**

2.2 The term of this Lease shall commence on July 1, 2006 and shall terminate effective June 30, 2007, unless sooner terminated as hereinafter set forth.

2. **Survival.** Except as expressly set forth above, all of the remaining terms and conditions of the Lease shall continue in full force and effect.

LANDLORD:

National Heritage Academies, Inc.,
a Michigan corporation

By: 

Gregory Lambert
Its: Sr. Vice President & CFO

TENANT:

Vanderbilt Charter Academy

By: 

Its: Board President

SEVENTH LEASE AMENDMENT

THIS LEASE AMENDMENT is entered into this 4th day of May, 2005 to be effective July 1, 2005, by and between NATIONAL HERITAGE ACADEMIES, INC., of 3850 Broadmoor SE, Ste. 201, Grand Rapids, Michigan 49512 ("Landlord") and VANDERBILT CHARTER ACADEMY, a public school chartered under the laws of the State of Michigan, having an address of 301 W. 16th Street, Holland, Michigan 49423 ("Tenant").

Recitals

A. Landlord and Tenant entered into a real estate lease dated September 21, 1999, as amended (the "Lease"), whereby Tenant leased real estate and improvements located at 301 W. 16th Street, Holland, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant desires to amend its Lease with Landlord upon the following terms and conditions:

1. **Term.**

2.2 The term of this Lease shall commence on July 1, 2005 and shall terminate effective June 30, 2006, unless sooner terminated as hereinafter set forth.

2. **Survival.** Except as expressly set forth above, all of the remaining terms and conditions of the Lease shall continue in full force and effect.

LANDLORD:

National Heritage Academies, Inc.,
a Michigan corporation

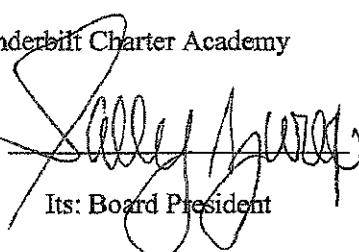
By: _____


Peter G. Ruppert
Its: President

TENANT:

Vanderbilt Charter Academy

By: _____


Its: Board President

SIXTH LEASE AMENDMENT

THIS LEASE AMENDMENT is entered into May 12, 2004, to be effective July 1, 2004, by and between NATIONAL HERITAGE ACADEMIES, INC., of 3850 Broadmoor SE, Ste. 201, Grand Rapids, Michigan 49512 ("Landlord") and VANDERBILT CHARTER ACADEMY, a public school chartered under the laws of the State of Michigan, having an address of 301 W. 16th Street, Holland, Michigan 49423 ("Tenant").

Recitals

A. Landlord and Tenant entered into a real estate lease dated September 21, 1999, as amended (the "Lease"), whereby Tenant leased real estate and improvements located at 301 W. 16th Street, Holland, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant desires to amend its Lease with Landlord upon the following terms and conditions:

1. **Term.**

2.2 The term of this Lease shall commence on July 1, 2004 and shall terminate effective June 30, 2005, unless sooner terminated as hereinafter set forth.

2. **Rental.**

3.1 The annual and monthly rental payments within Article 3.1 of the Lease are hereby amended to provide that the annual rent shall be Four Hundred Eighty-Six Thousand Two Hundred Forty and No/100 Dollars (\$486,240.00) and the monthly rent shall be Forty Thousand Five Hundred Twenty and 00/100 Dollars (\$40,520.00) or a proportionate part thereof for any partial year or monthly installment, payable in advance on the 1st day of each month.

3. **Survival.** Except as expressly set forth above, all of the remaining terms and conditions of the Lease shall continue in full force and effect.

LANDLORD:

National Heritage Academies, Inc.,
a Michigan corporation

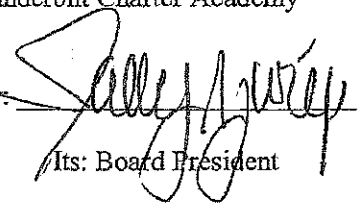
By: _____


Peter G. Ruppert
Its: President

TENANT:

Vanderbilt Charter Academy

By: _____


Its: Board President

FIFTH LEASE AMENDMENT

THIS LEASE AMENDMENT is entered into 6/11/03, to be effective July 1, 2003, by and between NATIONAL HERITAGE ACADEMIES, INC., of 989 Spaulding Avenue SE, Grand Rapids, Michigan 49546 ("Landlord") and VANDERBILT CHARTER ACADEMY, a public school chartered under the laws of the State of Michigan, having an address of 301 W. 16th Street, Holland, Michigan 49423 ("Tenant").

Recitals

A. Landlord and Tenant entered into a real estate lease dated September 21, 1999, as amended (the "Lease"), whereby Tenant leased real estate and improvements located at 301 W. 16th Street, Holland, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant desires to amend its Lease with Landlord upon the following terms and conditions:

1. **Term.**

2.2 The term of this Lease shall commence on July 1, 2003 and shall terminate effective June 30, 2004, unless sooner terminated as hereinafter set forth.

2. **Rental.**

3.1 The annual and monthly rental payments within Article 3.1 of the Lease are hereby amended to provide that the annual rent shall be Four Hundred Eighty-Six Thousand Eighty and No/100 Dollars (\$486,080.00) and the monthly rent shall be Forty Thousand Five Hundred Seven and 00/100 Dollars (\$40,507.00) or a proportionate part thereof for any partial year or monthly installment, payable in advance on the 1st day of each month.

3. **Survival.** Except as expressly set forth above, all of the remaining terms and conditions of the Lease shall continue in full force and effect.

LANDLORD:

National Heritage Academies, Inc.,
a Michigan corporation

By: 

Peter G. Ruppert
Its: President

TENANT:

Vanderbilt Charter Academy

By: 

Its: Board President

FOURTH AMENDMENT TO LEASE AGREEMENT

THIS LEASE AMENDMENT is entered into on April 10, 2002, to be effective July 1, 2002 by and between NATIONAL HERITAGE ACADEMIES, INC., a Michigan corporation, of 989 Spaulding Avenue, S.E., Grand Rapids, Michigan 49546 ("Landlord") and VANDERBILT CHARTER ACADEMY, a public school academy, chartered under the laws of the State of Michigan, having an address of 301 West 16th Street, Holland, Michigan 49423 ("Tenant").

RECITALS

A. Landlord and Tenant entered into a real estate lease dated September 21, 1999 as amended (the "Lease"), whereby Tenant leased real estate and improvements located at 301 West 16th Street, Holland, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant and Landlord now desire to amend the Lease to change the term and rent.

The parties agree as follows:

1. **Term.** Paragraph 2.2 of the Lease is hereby deleted in its entirety and replaced as follows:

2.2 The term of the Lease shall commence on July 1, 2002 and shall terminate on June 30, 2003 unless sooner terminated as provided in the Lease.

2. **Effect.** All of the terms and conditions of the Lease, as amended above, shall continue in full force and effect.

LANDLORD:

NATIONAL HERITAGE
ACADEMIES, INC., a Michigan
corporation

By: _____


Peter G. Rupert
Its President

#55712 v1

TENANT:

VANDERBILT CHARTER ACADEMY

By: _____


Sally Jurep
Its Board President

LEASE AMENDMENT

THIS LEASE AMENDMENT is entered into on May 2, 2001, to be effective July 1, 2001, by and between NATIONAL HERITAGE ACADEMIES, INC., a Michigan corporation, of 989 Spaulding Avenue, S.E., Grand Rapids, Michigan 49546 ("Landlord") and VANDERBILT CHARTER ACADEMY, a public school academy, chartered under the laws of the State of Michigan, having an address of 301 West 16th Street, Holland, Michigan 49423 ("Tenant").

RECITALS

A. Landlord and Tenant entered into a real estate lease dated September 15, 1999 as amended (the "Lease"), whereby Tenant leased real estate and improvements located at 301 West 16th Street, Holland, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant and Landlord now desire to amend the Lease to change the term and rent.

The parties agree as follows:

1. **Term.** Paragraph 2.2 of the Lease is hereby deleted in its entirety and replaced as follows:

2.2 The term of the Lease shall commence on July 1, 2001 and shall terminate on June 30, 2002, unless sooner terminated as provided in the Lease.

2. **Rental.** Paragraph 3.1 of the Lease is hereby deleted in its entirety and replaced as follows:

3.1 The Tenant hereby hires said Premises for the term above stated and agrees to pay Landlord annual rental of Four Hundred Sixty-Seven Thousand Eight Hundred Forty and No/100 Dollars (\$467,840.00), in equal monthly installments of Thirty-Eight Thousand Nine Hundred Eighty-Six and 66/100 Dollars (\$38,986.66) each in advance on the first day of each month beginning on July 1, 2001.

3. **Effect.** All of the terms and conditions of the Lease, as amended above, shall continue in full force and effect.

LANDLORD:

NATIONAL HERITAGE
ACADEMIES, INC., a Michigan
corporation

By: _____

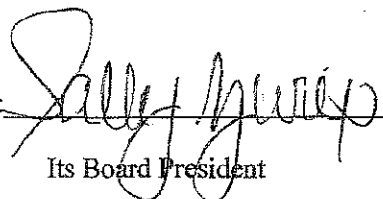

Peter C. Rupert
Its President

#55712 v1

TENANT:

VANDERBILT CHARTER ACADEMY

By: _____


Sally Gwinn
Its Board President

LEASE AMENDMENT

THIS LEASE AMENDMENT is entered into 01/19/01, to be effective July 1, 2000, by and between NATIONAL HERITAGE ACADEMIES, INC., of 989 Spaulding Avenue SE, Grand Rapids, Michigan 49546 ("Landlord") and VANDERBILT CHARTER ACADEMY, a public school chartered under the laws of the State of Michigan, having an address of 301 W. 16th Street, Holland, Michigan 49423 ("Tenant").

Recitals

A. Landlord and Tenant entered into a real estate lease dated September 21, 1999 and amended May 11, 2000 (the "Lease"), whereby Tenant leased real estate and improvements located at 301 W. 16th Street, Holland, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Landlord desires to amend its Lease with Tenant upon the following terms and conditions:

1. **Rental.**

3.1 The annual rental payments within Article 3.1 of the Lease are hereby amended to provide that the annual rent shall be Four Hundred Eighty-Six Thousand Five Hundred Sixty-Six and No/100 (\$486,566.00) in monthly installment, payable in advance on the 1st day of each month.

2. **Survival.** Except as expressly set forth above, all of the remaining terms and conditions of the Lease shall continue in full force and effect.

LANDLORD:

National Heritage Academies, Inc.,
a Michigan corporation

By: 

Peter G. Ruppert
Its: President

TENANT:

Vanderbilt Charter Academy

By: 

Its: Board President

LEASE AMENDMENT

THIS LEASE AMENDMENT is entered into May 11, 2000, to be effective July 1, 2000, by and between NATIONAL HERITAGE ACADEMIES, INC., of 989 Spaulding Avenue SE, Grand Rapids, Michigan 49546 ("Landlord") and VANDERBILT CHARTER ACADEMY, a public school chartered under the laws of the State of Michigan, having an address of 301 W. 16th Street, Holland, Michigan 49423 ("Tenant").

Recitals

A. Landlord and Tenant entered into a real estate lease dated September 21, 1999 (the "Lease"), whereby Tenant leased real estate and improvements located at 301 W. 16th Street, Holland, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant desires to amend its Lease with Landlord upon the following terms and conditions:

1. **Term.**

2.2 The term of this Lease shall commence on July 1, 2000 and shall terminate effective June 30, 2001, unless sooner terminated as hereinafter set forth.

2. **Rental.**

3.1 The annual and monthly rental payments within Article 3.1 of the Lease are hereby amended to provide that the annual rent shall be Five Hundred Ten Thousand Eighty-One and No/100 Dollars (\$510,081.00) and the monthly rent shall be Forty-Two Thousand Five Hundred Six and 75/100 Dollars (\$42,506.75) or a proportionate part thereof for any partial year or monthly installment, payable in advance on the 1st day of each month.

3. **Survival.** Except as expressly set forth above, all of the remaining terms and conditions of the Lease shall continue in full force and effect.

LANDLORD:

National Heritage Academies, Inc.,
a Michigan corporation

By: 

Peter G. Ruppert
Its: President

TENANT:

Vanderbilt Charter Academy

By: 

Its: Board President

LEASE

THIS LEASE entered into the 21st day of September, 1999, to be effective August 1, 1999, by and between NATIONAL HERITAGE ACADEMIES, a Michigan corporation, of 989 Spaulding Avenue, S.E., Grand Rapids, Michigan 49546 ("Landlord"), and VANDERBILT CHARTER ACADEMY, a public school chartered under the laws of the State of Michigan, having an address of 301 W. 16th Street, Holland, MI 49423 ("Tenant").

RECITALS

A. Landlord, as Tenant, and Charter Development Company, L.L.C., as landlord entered into a lease of the Premises, defined in Section 1.1, pursuant to a Lease effective January 1, 1999 (the "Master Lease").

B. Tenant desires to sublease the Premises on the terms set forth in this Lease.

NOW, THEREFORE, in consideration of the mutual covenants set forth in this Lease, Landlord and Tenant agree as follows:

ARTICLE 1

Premises.

1.1 Landlord hereby leases to the Tenant on the terms and conditions hereinafter set forth the real estate located in the City of Holland, Ottawa County, Michigan, described on Exhibit "A" attached hereto, and all improvements located thereon (hereinafter referred to as the "Premises"). This Lease is subordinate to the Master Lease. Tenant covenants that it shall do nothing to cause a breach or default on the part of Landlord under the terms of the Master Lease. Tenant shall indemnify Landlord against all liability, judgments, costs, damages, claims, costs and expenses, including, without limitation, reasonable attorneys' fees arising out of or relating to Tenant's breach of the foregoing provision.

1.2 Landlord acknowledges and agrees that in the event of Landlord's default under the terms of the Master Lease and the assignment or transfer of the Landlord's interest in this Lease to the landlord under the Master Lease (the "Master Landlord"), Tenant shall not be in default under this Lease solely by reason of assignment of this Lease to Master Landlord. Upon notice of assignment of this Lease to Master Landlord, Tenant will recognize Master Landlord as its landlord under this Lease and pay all rent and other charges under this Lease to Master Landlord; provided, Master Landlord will not be liable to Tenant under this Lease for any period prior to the assignment. Landlord releases Tenant from any liability for the payment of rent and other charges under this Lease directly to Master Landlord pursuant to an assignment of this Lease to Master Landlord under the terms of the Master Lease. Notwithstanding the foregoing, Tenant's possession of the Premises under this Lease shall not be disturbed by the Master

Landlord unless Tenant breaches any of the provisions of this Lease and Tenant's right to possession is lawfully terminate.

ARTICLE 2

Term.

2.1 Pursuant to the terms of the Management Agreement between National Heritage Academies, Inc. ("NHA") and Tenant (the "Management Contract"), NHA is providing the leased facilities and Tenant has assigned all costs to be paid by Tenant under the terms of this Lease to NHA, which assignment shall remain in effect during the term of this Lease until the Management Contract expires or is terminated for any reason, or until otherwise agreed in writing by the parties.

2.2 The term of this Lease shall commence on August 1, 1999 and shall terminate effective June 30, 2000, unless sooner terminated as hereinafter set forth.

ARTICLE 3

Rental.

3.1 The Tenant hereby hires said Premises for the term above stated and agrees to pay Landlord annual rental of Four Hundred Forty-Three Thousand Two Hundred Forty-One and No/100 Dollars (\$443,241.00), in equal monthly installments of Thirty Six Thousand Nine Hundred Thirty-Seven and No/100 Dollars (\$36,937.00) each, and a proportionate part of said annual rental for any partial year, such installments to be payable in advance on the first day of each month. The rental amount and monthly installments shall be adjusted accordingly with consent of the parties upon determination of final costs for acquisition of the Premises and construction of the improvements located thereon.

3.2 All rental shall be paid to the Landlord at Landlord's address as set forth above, or at such other address as the Landlord may designate in writing.

3.3 This is a net lease and the annual rent and all other sums payable hereunder by Tenant shall be paid without setoff, counterclaim, recoupment, abatement, suspension, or deduction, except as expressly provided for herein.

3.4 This Lease shall not terminate, nor shall Tenant have any right to terminate this Lease during the term hereof (except as otherwise expressly provided herein), nor shall Tenant be entitled to any abatement, deduction, deferment or reduction of rent hereunder (except as otherwise expressly provided herein), nor shall the obligations of Tenant under this Lease be affected by any interference with the Tenant's use of the premises. It is the intention of the parties hereto that the obligations of Tenant hereunder shall be separate and independent

covenants and agreements, that the annual rent and all other sums payable by Tenant hereunder shall continue to be payable in all events (or in lieu thereof, Tenant shall pay amounts equal there to), and that the obligations of Tenant hereunder shall continue unaffected, unless the requirement to pay or perform the same shall have been terminated pursuant to an express provision of this Lease.

3.5 **Capital Improvements.** In the event Landlord makes capital improvements to the Premises, or acquires additional property for the benefit or use of Tenant, then the rent paid by Tenant shall be promptly adjusted accordingly to compensate Landlord for its additional economic investment.

ARTICLE 4

Use, Occupancy And Purpose

4.1 Tenant shall use the Premises solely for operating a public school and uses incidental thereto. Tenant shall not use or allow the use of the Premises for any unlawful purpose, nor shall Tenant allow the Premises to be used in violation of any public ordinance, rule or regulation, or in violation of any certificate of occupancy or certificate of compliance covering or affecting the Premises, or any part thereof. Tenant shall not suffer any act to be done or any condition to exist on the Premises or any part thereof which may in law constitute a nuisance, public or private, or which may make void or voidable any insurance with respect thereto.

4.2 Tenant shall not commit any waste, damage, or injury of or to the Premises or the fixtures or any part thereof and shall take all reasonable precautions and actions to prevent others from committing any of the foregoing.

4.3 A. For purposes of this Section 4.3, the "Reserved Periods" means:

(i) the period between the regular school session for one year (e.g. 1999-2000 school year) and the subsequent regular school session for the next school year (e.g. 2000-2001 school year) which is approximately June 15 to August 15 of each year; and

(ii) the approximate week-long period in which school is not in session in the spring semester of each school year; and

(iii) the period in which school is not in session over Christmas and New Year's holidays.

B. Landlord reserves the use of the Premises during the Reserved Periods except to the extent (i) Tenant is required to use the Premises pursuant to an educational law, requirement or standard of the State of Michigan; or (ii) Tenant has obtained the prior written consent of Landlord for the use of the Premises by Tenant during the Reserved Periods.

C. Landlord shall reimburse Tenant for its actual use of the Premises during the Reserved Periods pursuant to the attached use fee schedule or, if none attached, use fees as determined from time to time by the mutual agreement of Landlord and Tenant.

ARTICLE 5

Utilities/Services

5.1 Charges for utilities, including without limitation gas, electricity, light, heat, power, water, sewage and telephone or other communication services, shall be paid by Tenant as they are incurred.

5.2 Tenant shall have the right to use the utility facilities which are presently existing on the Premises. Landlord shall not be required to furnish any service to the Premises, including but not limited to heat, water and power. The Landlord shall not be liable for any failure of water supply or electric current or any service by any utility, for injury to persons, including death, or damage to property resulting from steam, gas, electricity, water, rain or snow which may flow or leak from any part of the Premises or from any pipes, appliances or plumbing works from the street or subsurface or from any other place, or for interference with light or other easements, however caused, except if due to the affirmative negligence of the Landlord.

5.3 If the existing facilities are required to be modified or replaced for any reason by any utility company or authorized agency, governmental or otherwise, then Tenant shall comply with the same at its own cost and shall save Landlord harmless therefrom.

5.4 Except as otherwise expressly provided in this Lease, Landlord shall have no obligation to provide any services to Tenant with respect to the Premises

ARTICLE 6

Taxes

6.1 The Tenant agrees to pay prior to the penalty date all taxes and special assessments and other similar charges (except income and other taxes assessed against or by reason of Landlord's reversionary interest in or income from the Premises) which shall be levied on or assessed against the Premises during the term, and to save the Landlord harmless from the payment thereof. Taxes for the first and last year of the term or any extension or renewal thereof shall be prorated on the basis of the fiscal period for which such tax is assessed. Notwithstanding the foregoing, Tenant shall be liable for and pay, or reimburse Landlord in full by December 1, 1999, the full amount of real estate taxes and assessments billed and due after June 1, 1999. Tenant may in good faith and at its own expense contest the imposition and collection of any tax or assessment, in the Landlord's name, if necessary, and during the period of such contest Tenant shall not be deemed to be in default hereunder for failure to pay such contested amount.

6.2 If at any time after any tax, assessment or similar charge so charged or assessed against said Premises shall become due or payable, Tenant shall neglect or fail to pay the same,

Landlord may pay the same at any time thereafter, and the amount of any and all such payments so made by Landlord shall be and is hereby declared to be so much additional and further rent for Premises due from and payable by Tenant, with the next installment of rent due thereunder.

6.3 At the termination of this Lease by lapse of time or otherwise, all taxes due and payable by Tenant under the provisions of this Article 6 shall be paid by Tenant including any unpaid installments of special assessments levied during the term of this Lease.

6.4 Upon demand of Landlord, Tenant shall pay in addition to each monthly payment of rent to be paid hereunder, a sum equivalent to one-twelfth of the amount estimated by Landlord to be sufficient to enable Landlord to pay at least thirty (30) days before they become due, all such taxes, assessments and other charges. Such additional payments may be commingled with the general funds of Landlord and no interest shall be payable in respect thereof. Upon demand by Landlord, Tenant will deliver and pay over to Landlord such additional sums as are necessary to make up any deficiency in the amount necessary to enable Landlord to fully pay such taxes, assessments and other charges.

6.5 In the event that the City, County, State, or any other political subdivision within which the premises are located shall, prior to or during the term of this Lease, impose upon the Landlord any tax or other governmental charge ("non-real property tax") in lieu of all or any part of the taxes which, prior to such imposition, were assessed or levied against the building and/or the land upon which the building is located ("real property taxes"), such non-real property tax shall, for purposes of this paragraph, be treated as if it were a real property tax.

6.6 Upon demand of Landlord within ninety (90) days after the date any tax, charge, assessment or imposition referred to in this Article 6 is payable by Tenant, Tenant shall provide to Landlord official receipts of the appropriate taxing authority or other proof satisfactory to Landlord of the payment of such tax, charge, assessment, or imposition.

ARTICLE 7

Fire Insurance And Destruction Of Building

7.1 Tenant will cause to be maintained policies of fire and extended coverage insurance on all buildings, structures, fixtures and improvements now or hereafter situated on the Premises and all other property leased hereunder in their full replacement cost. Such policies shall have no greater than eighty (80%) percent co-insurance provision and shall contain the standard "agreed amount" clause for evaluating replacement cost. Such policies shall name Tenant, Landlord, other parties designated by Landlord and the first mortgagee as their interests may appear as insureds and such insurance shall be carried by an insurance company or companies approved by Landlord and the first mortgagee. Duplicate original copies of said policies shall be delivered to Landlord and the first mortgagee. Notwithstanding the aforesaid, in no event shall the manner, forms, companies, sums or length of terms be less than that required by the first mortgagee according to the terms and provisions of said first mortgage.

7.2 Each such policy shall include: (i) a standard mortgage clause in favor of the first mortgagee; (ii) a provision to the effect that the waiver of subrogation rights by the insured does not void the coverage; (iii) a provision that the policy shall not be changed or canceled without at least thirty (30) days' prior written notice to the Landlord and the first mortgagee; and (iv) a provision that any forfeiture of the policy due to an act of the Tenant shall not affect the validity insofar as the Landlord or the first mortgagee are concerned.

7.3 From time to time as required by Landlord or the first mortgagee, Tenant at its expense, shall obtain from an engineer or appraiser, in the regular employ of the insurer, or an appraiser, engineer, architect or contractor designated by Tenant and approved by Landlord and the insurer, such evidence as may be required by such insurer to maintain the agreed amount clause eliminating the possibility of any co-insurance penalty.

7.4 If Tenant shall refuse or fail to so insure and keep insured said buildings, structures and improvements and all other property leased hereunder and to keep such policies in Landlord's and first mortgagee's possession, Landlord may at its election procure and from time to time renew such insurance, and the amounts expended therefore shall be additional rent due from Tenant with the next installment of rent accruing hereunder and may be collected in the same manner as though rent due hereunder.

7.5 Upon demand of Landlord, Tenant shall pay in advance, in addition to each monthly payment of rent to be paid hereunder, a sum equivalent to one-twelfth of the amount estimated by Landlord to be sufficient to enable Landlord to pay at least thirty (30) days before they become due all insurance premiums on all policies of insurance required hereunder. Such additional payments may be commingled with the general funds of Landlord and no interest shall be payable in respect thereof. Upon demand by Landlord, Tenant will deliver and pay over to Landlord such additional sums as are necessary to make any deficiency in the amount necessary to enable Landlord to fully pay such premiums.

7.5 Landlord shall have no liability for damage to or loss of personal property located upon the Premises, unless and to the extent caused by Landlord.

ARTICLE 8

Restoration

8.1 In case of any damage to or destruction of the Premises or any part thereof, or to any other property hereunder, Tenant shall give immediate written notice thereof to Landlord and the first mortgagee. Landlord, at its sole option, may by written notice to Tenant terminate this Lease if: (i) the cost to repair or replace such damage or destruction exceeds Fifty Thousand and No/00 Dollars (\$50,000.00) and will take one hundred twenty (120) days or more to repair, or (ii) the damage or destruction occurs in the last six (6) week of the term of this Lease, or (iii) the time to repair or replace such damage or destruction will take longer than the remaining balance of the term of this Lease. If Landlord does not terminate this Lease as provided in the preceding sentence, then Landlord shall (or at Landlord's option, Tenant shall) at Tenant's expense, repair,

restore, or rebuild the Premises or the part thereof so damaged, as nearly as possible to the value, condition and character the same was in immediately prior to such damage or destruction, (such repair, restoration, rebuilding, together with any temporary repairs and property protecting pending completion of the work being herein called "restoration") all in accordance with plans and specifications therefor first approved by Landlord, unless Landlord shall have waived its right of approval in writing; subject, to all municipal, state and federal laws, codes, rules, regulations, ordinances and approvals pertaining to the construction, restoration, use and operation of schools (provided Tenant will use reasonable efforts to comply with such laws, ordinances, codes, rules, regulations and to obtain such approvals). Tenant's obligation to repair, restore or replace the damage shall be limited to the amount of insurance proceeds available to Tenant. If the restoration costs exceed the available insurance proceeds, the excess costs may be paid by Landlord, at its sole option, in which event the excess costs paid by Landlord shall, at Landlord's option, be factored into the rent provided for in Section 3.1 of this Lease.

8.2 Rent insurance proceeds, if payable, shall be applied to the payment of, when and as due and payable, the installments of rent and other payments due under this Lease until restoration has been completed or the Lease terminated if Landlord elects to terminate as provided in Section 8.1. The balance, if any, of such proceeds shall be paid to Tenant or as Tenant may direct.

8.3 If by reason of any damage or destruction mentioned in Section 8.1, any sums are to be paid under any insurance policy mentioned in Article 7 hereof, then after receiving the first mortgagee's prior written approval, and provided Landlord has not elected to terminate pursuant to Section 8.1 and there is no default by Tenant hereunder at such time, such sum shall be paid over to the Master Landlord under the Master Lease or the first mortgagee or to the Landlord as a Depository, which shall hold the same as a trust fund to be used for the payment of the cost of restoration except as hereinafter provided; if there shall then be a default by Tenant hereunder the first mortgagee may, at its option, apply such sums to the payment of the debt secured by the first mortgage. Upon receipt by the Depository, at its option, of:

8.3.1 A certificate of Tenant dated not more than thirty (30) days prior to the date of such receipt (a) requesting the payment of a specified amount of such money; (b) describing in reasonable detail the work and materials applied to the restoration since the date of the last certificate of Tenant; (c) stating that such specified amount does not exceed the cost of such work and material; (d) stating that such work and materials have not previously been made the basis of any request for or any withdrawal of money, and

8.3.2 A certificate of an independent engineer or independent architect designated by Tenant, who shall be approved by Landlord (which approval shall not be unreasonably withheld) stating (a) that the work and materials described in the accompanying certificate of Tenant were satisfactorily performed and furnished and were necessary, appropriate and desirable to the restoration in accordance with the plans and specifications therefor approved by Landlord, unless Landlord shall have waived its right of approval in writing; (b) that the amount specified in such certificate of Tenant is not in excess of the cost of such work and materials; (c) the additional amount, if any, required to complete the restoration, and

8.3.3 Evidence satisfactory to the first mortgagee, if any, and Landlord, from time to time that the cost of the work and materials required to complete the restoration can be paid from the insurance proceeds held by the Depository, provided that if such cost cannot so be paid, before any disbursement or any further disbursement there shall be deposited with Depository a sum which together with the insurance proceeds will be sufficient to pay for the cost of restoration, and

8.3.4 Either (a) a written opinion of counsel satisfactory to Landlord and first mortgagee, or (b) the certification of a title company satisfactory to Landlord and first mortgagee, in either case that as of a date not more than two (2) days prior to the date of payment described below there exists no filed or recorded lien, encumbrance or charge prior to or on a parody with the estate, rights and interest of Landlord (except for the first mortgage and permitted exceptions); that the Premises are not subject to any filed or recorded construction or other similar lien, encumbrance or charge, and that the fixtures and equipment are not subject to any title retention agreement, security agreement, lien or other encumbrance except those permitted herein, and

8.3.5 The Master Landlord under the Master Lease and the first mortgagee's prior written consent to make the payments in the manner and sums as provided for herein;

Then, the Depository shall pay either to the Tenant or through a disbursing agent or title company to the contractors performing such restoration, ninety (90%) percent of the amount of such insurance monies specified in such certificate of Tenant, provided that the balance of funds then held by the Depository will be sufficient for the completion of the restoration as determined by the certificate required by Paragraph 8.3.2.

8.4 The ten (10%) percent retainage will not be disbursed until the restoration has been completed as certified by the architect and all appropriate governmental authorities. Any balance of insurance proceeds after the completion of restoration, as evidenced by a certificate of such independent engineer or independent architect shall be paid to Landlord to the extent necessary to cure any existing Lease default, with the balance to Tenant. Concurrently with Tenant's delivery of each of the foregoing certificates and legal opinions, Tenant shall deliver duplicate copies thereof to Landlord if it is not the Depository. Upon written request by it, Landlord shall be notified by the Depository of each such amount so paid to Tenant and the date of each such payment.

8.5 Except as otherwise expressly provided herein, no destruction of or damage to the Premises or any part thereof, whether such damage or destruction be partial or total or otherwise, shall entitle or permit Tenant to surrender or terminate this Lease nor relieve Tenant from its liability to pay in full the rent and other sums and charges payable by Tenant hereunder or from any of its other obligations under this Lease. Tenant waives any rights now or hereafter conferred upon it by statute or otherwise to surrender this Lease or quit or surrender the Premises or any part thereof or to receive any suspension, diminution, abatement or reduction of the rent or other sums and charges payable by Tenant hereunder on account of any such destruction or

damage except that to the extent to which the Landlord shall have received and retained a sum as proceeds of any rent insurance pursuant to paragraph 8.2 hereof, Tenant shall be entitled to a credit therefor against its obligations under this Lease to pay the rent and such other sums and charges.

ARTICLE 9

Care of Premises

9.1 The Tenant will keep the Premises and all buildings, structures, and improvements thereon and all other property leased hereunder in good condition and repair, and will yield and deliver up the same at the expiration of the term in as good condition as when taken, reasonable use and wear thereof excepted. Tenant shall also maintain all portions of the Premises and adjoining areas in a clean and orderly condition, free of dirt, rubbish, snow, ice and unlawful obstructions. The Tenant may not make any repairs, alterations, additions, changes or improvements to the Premises without the written consent of Landlord. All such repairs, alterations, changes or improvements shall be completed and maintained in good workmanlike condition, free and clear of all liens and encumbrances arising out of such work.

9.2 Landlord shall have the right to enter upon the Premises for the purpose of making any repairs thereto and performing any work thereon which may be necessary by reason of Tenant's failure to make any such repairs or perform any such maintenance work as provided herein. Except in case of emergency, the privilege and right of entry shall be exercised at reasonable times and at reasonable hours. Tenant shall pay the cost of any such repairs and maintenance work to Landlord, upon demand therefor and upon submission of satisfactory evidence of Landlord's payment of such costs which sums shall be deemed additional rent hereunder.

ARTICLE 10

Liability

10.1 Tenant agrees to save Landlord and the first mortgagee harmless from any and all liabilities, losses, damages, penalties, costs and expenses arising from any injury or death to any person or damage to any property in, on, or about the Premises from any cause whatsoever. Tenant agrees to procure at its own expense public liability and property damage, single limit liability insurance for the benefit of the Landlord, Tenant and the first mortgagee as their interests may appear, in amount not less than One Million (\$1,000,000) Dollars to keep such insurance in force during the term hereof, and to deliver certificates of such coverage to the Landlord; in default of which the Landlord may obtain such insurance and charge the cost thereof to the Tenant as additional rent which shall be payable with the next month's installment of rent hereunder. Tenant agrees to furnish to Landlord upon request certificates of insurance evidencing such insurance.

10.2 Each party hereto, for itself and its respective successors and assigns (including any person, firm or corporation which may become subrogated to any of its rights), waives any

and all rights and claims for recovery against the other party, and its officers, employees, agents, and assigns, or any of them, on account of any loss or damage to any of its property insured under any valid and collectible insurance policy or policies, to the extent of any recovery collectible under such insurance. Notwithstanding the foregoing, this waiver shall not be applicable if it has the effect of invalidating any insurance coverage of Landlord or Tenant.

ARTICLE 11

Compliance With Statutes

11.1 Tenant agrees that it will comply with all statutes, police, sanitary, building, and fire rules, regulations, and instructions, and municipal ordinances, relating to or affecting the use of the Premises; and agrees to reimburse Landlord for any damages or penalties suffered because of Tenant's noncompliance with any such rules, regulations, instructions, ordinances, or statutes.

11.2 Tenant agrees that it will comply with and keep the Premises in compliance with the Fair Housing Amendments Act of 1988, the Americans with Disabilities Act of 1990, and any other Federal, State or local statute, law, ordinance, code, rule, regulation, order or decree regulating, relating to, or imposing liability or standards of conduct relating to barrier-free access or access of the handicapped or disabled to the Premises (collectively, "Access Laws"). The Tenant hereby indemnifies the Landlord and agrees to hold the Landlord harmless from and against all losses, liabilities, damages, injuries, costs, expenses and claims of any and every kind whatsoever paid, incurred or suffered by, or asserted against, the Landlord for violations or alleged violations of the Access Laws relating the Premises.

ARTICLE 12

Assignment And Sub-Letting

12.1 Tenant shall not assign, transfer or sub-let the Premises or any part thereof or any interest hereunder without first obtaining the written consent of the Landlord.

ARTICLE 13

Default

13.1 Tenant shall be in default upon occurrence of any of the following events:

A. Default by Tenant in the payment of any rent or other charge provided for herein on the day it becomes due and payable.

B. Default by Tenant or suffered by Tenant of any of the other covenants or conditions of this Lease required to be kept or performed by Tenant (other than payment of rent or other charges required by the terms of the Lease).

C. Tenant's becoming insolvent, as that term is defined by any federal or state law or regulation (the "Insolvency Laws"); the appointment of a receiver or custodian for all or a substantial portion of Tenant's property or assets; the institution of a foreclosure action upon all or a substantial portion of Tenant's real or personal property; the filing of a voluntary petition under the provisions of the Bankruptcy Code or Insolvency Laws; the filing of an involuntary petition against Tenant as the subject debtor under the Bankruptcy Code or Insolvency Laws, which is either not dismissed within sixty (60) days of filing, or results in the issuance of an order for relief against the debtor, whichever is later; or Tenant's making or consenting to an assignment for the benefit of creditors or a common law composition of creditors, or if the Tenant's leasehold interest herein shall be levied on execution (collectively an "Event of Bankruptcy").

D. Termination of Tenant's Management Contract due to default made or suffered by Tenant in any of the covenants, terms or conditions of the Management Contract required to be kept or performed by Tenant.

E. Expiration or discontinuance for any reason of the Charter Contract granted to Tenant by its authorizer (the "Charter"), other than an expiration or discontinuance which results in a new Charter effective as of termination of the existing Charter and with terms which would not, in Landlord's opinion, substantially alter Tenant's ability to comply with the terms of the Lease or Management Contract.

13.2 In the event of default, Landlord may in addition to any other remedy, re-enter into and repossess the Premises and all other property leased hereunder and remove the Tenant and every other occupant, and may relet the Premises or any part thereof for any term, either shorter, longer, or the same, at a higher, lower, or the same rental, making such alterations as may be necessary, without working a termination of this lease, provided, however, that Landlord at its option may in any of such events, terminate this lease effective on the date specified in written notice from Landlord to Tenant.

13.3 If the Landlord shall, on any such default by the Tenant, obtain possession of the Premises by re-entry, summary proceedings, or otherwise, the Tenant shall pay to Landlord all expenses incurred in obtaining possession of the Premises, all expenses and commissions which may be paid in and about the letting of the same, and all other damages resulting from Tenant's default.

13.4 No termination of this Lease pursuant to this section or repossession of the Premises or any part thereof or of any other property leased hereunder shall relieve Tenant of its liabilities and obligations under this Lease, all of which shall survive any such termination or repossession and, if the Premises or any part thereof shall not have been relet, Tenant shall pay to Landlord as and for liquidated and agreed current damages the then present value of the rent and other sums and charges to be paid by Tenant until what would have been the end of the term in the absence of such termination or repossession. If the Premises shall have been relet, Tenant shall pay the Landlord, as and for liquidated and agreed current damages for Tenant's default, the present value of the equivalent of the amount of the rent and such other sums and other charges

as would be payable under this Lease by Tenant if this Lease were still in effect, less the present value of the net proceeds, if any, of the reletting effected pursuant to the provisions hereof, after deducting all of Landlord's expenses in connection with such reletting, including, without limitation, all repossession costs, brokerage and management commissions, operating expenses, legal expenses, reasonable attorneys' fees, alteration costs and expenses of preparation of such reletting. Exercise of any remedy hereunder by Landlord shall not exclude the right to exercise any other remedy hereunder.

ARTICLE 14

Waiver of Breach

14.1 No waiver by either party hereto of any breach of any of the terms of this Lease shall be deemed to be a waiver of any other or subsequent breach.

ARTICLE 15

Surrender

15.1 Upon the termination of this Lease, Tenant shall quit and surrender all property leased hereunder and the Premises, broom clean, to Landlord without delay and in good order, condition and repair, ordinary wear and tear excepted, free and clear of all lettings and occupancies, (except those previously approved by Landlord), and free and clear of all liens and encumbrances, except that part of the Premises which have been taken through eminent domain, if any, after the delivery hereof, without any payment therefor by Landlord. Any personal property owned by Tenant or other occupant of the property (except that of subtenants previously approved by Landlord), which shall remain on the Premises after the termination of this Lease, and the removal of Tenant or such other occupant from the Premises, may at the option of Landlord, be deemed to have been abandoned and may be disposed of without accountability, as Landlord may see fit, without prejudice to the rights of any such other occupant as against the Tenant.

ARTICLE 16

Eminent Domain

16.1 If all or any part of the Premises shall be taken by any governmental authority under power of eminent domain, or by private purchase in lieu thereof, all damages awarded for such taking shall belong to and be the property of the Landlord, whether such damages shall be awarded as compensation for the taking of or diminution in value to the leasehold or the fee of the Premises and Tenant hereby irrevocably assigns to Landlord any award or payment to which Tenant may become entitled as a result thereof, provided, however, that the Tenant shall be entitled to receive from such governmental authority compensation for its fixtures and personal property so taken.

16.2 In the event that only a part of the Premises are so taken, and the part not so taken cannot be completed as an architectural unit for the use described in paragraph 4.1 hereof, Tenant shall have the option to terminate this lease by serving written notice of termination on the Landlord within sixty (60) days after the taking.

16.3 If only a part of the Premises shall be so taken such that the part not so taken can be completed as an architectural unit for the use described in paragraph 4.1 hereof, the Tenant shall, as promptly as practicable, make a complete architectural unit of the remainder of the building on the Premises; and there shall be an abatement of the monthly rent hereinabove provided for in an amount equal to the percentage of the building so taken.

ARTICLE 17

Notices

17.1 All notices and communications required under this lease shall be served personally or by registered or certified mail on the Landlord and on Tenant at the address indicated on page 1 hereof, or at such other address as may be designated in writing to the other party hereto by notice in accordance with this paragraph.

ARTICLE 18

Curing Of Tenant's Defaults

18.1 If Tenant shall at any time fail to make any payment or perform any act on its part to be made or performed hereunder, then Landlord without notice to Tenant, except when other notice is expressly provided for in this Lease and without waiving or releasing Tenant from the obligations of Tenant contained in this Lease, may (but shall be under no obligation to) make such payment or perform such act, and may enter upon the Premises for any such purpose, and take all such actions thereon as may be necessary therefor.

18.2 All sums to be paid by Landlord and all costs and expenses incurred by Landlord in connection with the performance of any such act, together with any consequential damages Landlord may suffer by reason of the failure of Tenant to make such payment or perform such act, and counsel fees incurred by Landlord in connection therewith or in enforcing its rights hereunder, shall be paid by Tenant to Landlord on demand as additional rent hereunder.

18.3 Tenant agrees to hold Landlord harmless from any inconvenience or interference with Tenant's operation of its business as a result of Landlord having to cure a default of Tenant hereunder.

ARTICLE 19

Construction Liens

19.1 Tenant will not create nor permit to be created, or to remain and will promptly discharge, at its sole cost and expense, any lien, encumbrance or charge upon the Premises or any part thereof, or upon Tenant's leasehold interest therein, except such as are created by Landlord or the first mortgagee.

ARTICLE 20

Environmental Matters

20.1 Tenant shall not use or store any Hazardous Materials (as defined in Paragraph 20.3) on the Premises, except in compliance with all applicable federal, state and local laws and ordinances.

20.2 To the extent directly related to the conduct of Tenant, Tenant's use of the Premises, or the operation of its business thereon, Tenant shall defend, indemnify and hold harmless Landlord, its employees, agents, officers and directors, from and against any claims, demands, penalties, fines, liabilities, settlements, damages, costs or expenses of whatever kind or nature, known or unknown, contingent or otherwise, arising out of, or in any way related to, (1) the presence, disposal or release of any Hazardous Materials on, over, under, from or affecting the Premises or the soil, water, vegetation, buildings, personal property, persons or animals on the Premises; (2) any personal injury (including wrongful death) or property damage (real or personal) arising out of or related to such Hazardous Materials existing on the Premises; (3) any lawsuit brought or threatened, settlement reached or government order relating to such Hazardous Materials existing on the Premises; and/or (4) any violation of laws, orders, regulations, requirements or demands of government authorities which are based upon or in any way related to such Hazardous Materials existing on the Premises including, without limitation, reasonable attorney's and consultant's fees, investigation and laboratory fees, court costs and litigation expenses. For purposes of this Lease, "Hazardous Materials" includes, without limitation, any flammable explosives, radioactive materials, hazardous materials, hazardous wastes, hazardous or toxic substances or related materials defined in the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended (42 U.S.C. Section 9601, et seq.), the Hazardous Materials Transportation Act, as amended (49 U.S.C. Section 1801, et seq.), the Resource Conservation and Recovery Act, as amended (42 U.S.C. Section 6901, et seq.), the Leaking Underground Storage Tank Act (MCLA Section 299.831 et seq.); and in the regulations adopted and publications promulgated pursuant to those Acts, or any other federal, state or local governmental law, ordinance, rule, or regulation.

20.3 Tenant shall promptly notify Landlord as soon as it knows of or suspects that any Hazardous Material has been released or that there is a threatened release on the Premises and it shall take such action at its sole expense and with due diligence, as is necessary to insure timely

compliance with all legislative requirements. Landlord shall promptly notify Tenant as soon as it knows or suspects any Hazardous Material has been released or that there is a threatened release on or in the Building and Landlord shall take such action at its sole expense and with due diligence, as is necessary to ensure timely compliance with all legislative requirements.

20.4 The provisions of this Article 20 shall be in addition to any and all obligations and liabilities of Tenant and Landlord may have to each other at common law, and shall survive the expiration and termination of the Lease for any reason.

ARTICLE 21

Late Charges

21.1 In the event of any failure by Tenant to pay the minimum rent or any additional rent or charge payable upon the date due hereunder, Tenant shall also pay to Landlord, on demand, a late charge of five percent (5%) of such payment.

ARTICLE 22

First Mortgage And First Mortgagee

22.1 The term "first mortgage" as used herein shall mean any first mortgage hereafter becoming a first and paramount lien on the Premises, subject to easements, and restrictions of record, and all assignments, modifications, extensions and renewals thereof.

22.2 The term "first mortgagee" or "holder of the first mortgage" shall mean the holder at the particular time of the first mortgage as defined herein.

ARTICLE 23

Subordination; Estoppel Certificates

23.1 Tenant agrees that Landlord may choose to make this Lease subordinate or paramount to any mortgages, trust deeds and ground or underlying leases now or hereafter affecting the Premises and to any and all advances to be made thereunder or to be secured thereby, and to the interest and charges thereon, and all renewals, replacements and extensions thereof, provided the mortgagee, Landlord or trustee named in any such mortgages, trust deeds or leases agrees to recognize the lease of Tenant in the event of foreclosure if Tenant is not in default. Tenant will execute promptly any instrument or certificate that Landlord may request to confirm such subordination, and hereby irrevocably appoints Landlord as Tenant's attorney-in-fact to execute such instrument or certificate on its behalf. Notwithstanding the foregoing, Tenant's possession of the Premises under this Lease shall not be disturbed by the mortgagee or other party unless Tenant breaches any of the provisions of this Lease and Tenant's right to possession is lawfully terminated.

23.2 Tenant, within ten (10) days after request (at any time or times) by Landlord, will execute and deliver to Landlord an estoppel certificate proposed by Landlord identifying the Commencement Date and expiration date of this Lease and state that this Lease is unmodified and in full force and effect, or is in full force and effect as modified, stating the modifications, and stating that Tenant does not claim that Landlord is in default in any way, or listing any such claimed defaults. The certificate also will confirm the amount of monthly installments of net rent payable hereunder and additional rent, if any, as of the date of the certificate, the date to which the rent has been paid in advance, and the amount of any security deposit or pre-paid rent. If Tenant fails to deliver the executed certificate to Landlord within the ten (10) day period, the occurrence of the proposed certificate will be deemed conclusively confirmed.

ARTICLE 24

Quiet Enjoyment

24.1 Landlord agrees that at all times when Tenant is not in default under the provisions and during the continuation of this Lease, Tenant's quiet and peaceable enjoyment of the Premises will not be disturbed or interfered with by Landlord or any person claiming by, through or under Landlord.

ARTICLE 25

Holding Over

25.1 If Tenant remains in possession of the Premises after the expiration of this Lease, Tenant will be deemed to be occupying the Premises as a Tenant at will, subject to all the provisions of this Lease to the extent that they can be applicable to a tenancy at will, except that the minimum net rent for each month or fraction thereof that Tenant remains in possession will be double the regular monthly installments of minimum net rent otherwise payable hereunder.

ARTICLE 26

Remedies Not Exclusive; Waiver

26.1 Each and every of the rights, remedies and benefits provided by this Lease are cumulative, and are not exclusive of any other of said rights, remedies and benefits, or of any other rights, remedies and benefits allowed by law.

26.2 One or more waivers of any covenant or condition by Landlord will not be construed as a waiver of a further or subsequent breach of the same covenant or condition, and the consent or approval by Landlord to or of any act by Tenant requiring Landlord's consent or approval will not be deemed to waive or render unnecessary Landlord's consent to or approval of any subsequent similar act by Tenant.

ARTICLE 27

Right To Show Premises

27.1 Landlord may show the Premises and may display about the Premises signs advertising the availability of the Premises prior to termination of the Lease.

ARTICLE 28

Definition Of Landlord; Landlord's Liability

28.1 The term "Landlord" as used in this Lease, so far as covenants, agreements, stipulations or obligations on the part of the Landlord are concerned, is limited to mean and include only the owner or owners of fee title to the Premises at the time in question, and in the event of any transfer or transfers of the title to such fee the Landlord herein named (and, in case of any subsequent transfers or conveyances, the then grantor) will automatically be relieved from and after the date of such transfer or conveyance of all personal liability for the performance of any covenants or obligations on the part of the Landlord contained in this Lease thereafter to be performed.

28.2 If Landlord fails to perform any provision of this Lease upon Landlord's part to be performed, and if as a consequence of such default Tenant recovers a money judgment against Landlord, such judgment may be satisfied only out of the proceeds of sale received upon execution of such judgment and levied thereon against the right, title and interest of Landlord in the Premises and out of rents or other income from such property receivable by Landlord, and Landlord shall not be personally liable for any deficiency.

ARTICLE 29

Brokers

29.1 Landlord and Tenant each represent and warrant to the other that neither of them has contacted a broker, finder or similar person in connection with this Lease, and each party shall defend, indemnify and hold the other harmless from and against all liability, cost and expense, including reasonable attorneys' fees, incurred as a consequence of any claim asserted by a person alleging to have dealt with one of the parties hereto in connection with this lease.

ARTICLE 30

General

30.1 References in this Lease to persons, entities and items have been generalized for ease of reading. Therefore, references to a single person, entity or item will also mean more than one person, entity or thing whenever such usage is appropriate (for example, "Tenant" may include, if appropriate, a group of persons acting as a single entity, or as Tenants-in-common).

Similarly, pronouns of any gender should be considered interchangeable with pronouns of other genders.

30.2 All agreements and obligations of Tenant under this Lease are joint and several in nature. Any waiver or waivers by Landlord of any of the provisions of this Lease will not constitute a waiver of any later breach of that provision, and any consent or approval given by Landlord with respect to any act, neglect or default by Tenant will not waive or make unnecessary Landlord's consent or approval with respect to any later similar act, neglect or default by Tenant.

30.3 Topical headings appearing in this Lease are for convenience only. They do not define, limit or construe the contents of any paragraphs or clauses.

30.4 This Lease can be modified or amended only by a written agreement signed by Landlord and Tenant.

30.5 All provisions of this Lease are and will be binding on the heirs, executors, administrators, personal representatives, successors and assigns of Landlord and Tenant.

30.6 The laws of the State of Michigan will control in the construction and enforcement of this Lease.


30.7 Time is of the essence in all respects under this Lease.

30.8 Tenant's obligations, and right to possession, under the terms of this Lease are contingent upon Landlord's delivery of the Premises in condition suitable for occupancy as a public charter school (including fire marshal approval) on or prior to October 1, 1999, execution of a charter contract between the Tenant and its authorizer, and execution of the Management Contract in a form acceptable to NHA.

IN WITNESS WHEREOF, the parties hereto have executed this Lease as of the day and year first above written.

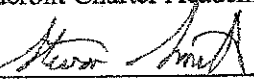
LANDLORD:

National Heritage Academies,
a Michigan corporation

By: 
Peter G. Ruppert
Its President

TENANT:

Vanderbilt Charter Academy

By: 
Steve Smith
Its Board ~~President~~ Vice-President

Schools\MI\Vanderbilt\Lease 99v1

EXHIBIT A

Lots 3 through 7, inclusive, Block 9, Hope College Addition, as recorded in Liber 1 of Plats on Page 80, Ottawa County Records, City of Holland, Ottawa County, Michigan. ALSO Lots 109, 118 through 124 inclusive, Bayview Addition, including the South ½ of vacated alley adjoining subject property on the North, and the North ½ of said vacated alley adjoining lot 109 to the South, Liber 3 of Plats on Page 4 Ottawa County Records, City of Holland, Ottawa County, Michigan.

RE\Vanderbilt\Phase 3 Legal

LEASE AMENDMENT

THIS LEASE AMENDMENT is entered into October 15, 1998, to be effective August 1, 1998, by and between J.C. HUIZENGA, Trustee of the JOHN C. HUIZENGA TRUST u/a/d July 8, 1988 of 989 Spaulding Avenue SE, Grand Rapids, Michigan 49546 ("Landlord") and VANDERBILT CHARTER ACADEMY, a public school chartered under the laws of the State of Michigan, having an address of 301 West 16th Street, Holland, Michigan 49423 ("Tenant").

Recitals

A. Landlord and Tenant entered into a real estate lease dated June 20, 1997, and amended October 16, 1997 (the "Lease"), whereby Tenant leased real estate and improvements located at 301 West 16th Street, Holland, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Landlord, at Tenant's request, purchased additional land and expanded the existing parking lot located on the Premises, and has agreed to lease the additional land and parking spaces to Tenant, subject to the following terms and conditions.

1. **Premises.** Section 1.1 of the Lease is hereby amended to provide that the description of the Premises is as set forth on Exhibit "A" attached hereto.

2. **Rental.**

3.1 The annual and monthly rental payments within Article 3.1 of the Lease are hereby amended to provide that the annual rent shall be Four Hundred Forty-One Thousand Nine Hundred Thirty-Six and No/100 Dollars (\$441,936.00) and the monthly rent shall be Thirty-Six Thousand Eight Hundred Twenty-Eight and No/100 Dollars (\$36,828.00) or a proportionate part thereof for any partial year or monthly installment, payable in advance on the 1st day of each month.

3. **Survival.** Except as expressly set forth above, all of the remaining terms and conditions of the Lease shall continue in full force and effect.

LANDLORD:

J.C. Huizenga, Trustee of the
John C. Huizenga Trust
u/a/d 8/8/88

By: _____

J.C. Huizenga
Its: Trustee

TENANT:

Vanderbilt Charter Academy,
a Michigan public academy

By: _____

Todd Jabaay
Its: Board President

EXHIBIT A

Lots 3 through 7, inclusive, Block 9, Hope College Addition, as recorded in Liber 1 of Plats on Page 80, Ottawa County Records, City of Holland, Ottawa County, Michigan. ALSO Lots 109, 118 through 124 inclusive, Bayview Addition, including the South ½ of vacated alley adjoining subject property on the North, and the North ½ of said vacated alley adjoining lot 109 to the South, Liber 3 of Plats on Page 4 Ottawa County Records, City of Holland, Ottawa County, Michigan.

RE\Vanderbilt\Phase 3 Legal

TERMINATION OF LEASE

VANDERBILT CHARTER ACADEMY, a Michigan public school academy, whose address is 301 W. 16th Street, Holland, Michigan 49423 ("Tenant") and CHARTER DEVELOPMENT COMPANY, L.L.C., a Michigan limited liability company whose address is 989 Spaulding Avenue SE, Grand Rapids, Michigan 49546 ("Landlord") as designated in the Assignment of Lease effective January 1, 1999, hereby agree that the Lease between Landlord and Tenant dated June 27, 1997 ("Lease") has been terminated as of August 1, 1999; provided, however that Tenant shall remain fully liable for all of its obligations under the terms of the Lease that accrued arising out of acts or omissions that occurred or should have occurred prior to August 1, 1999.

VANDERBILT CHARTER ACADEMY

Dated: February 11, 2000

By: Sally Quinip
Its Board President

CHARTER DEVELOPMENT COMPANY,
L.L.C.

By: Greg Lambert
Greg Lambert
Its Authorized Agent

LEASE AMENDMENT

THIS LEASE AMENDMENT is entered into October 16, 1997 to be effective September 1, 1997, by and between J.C. HUIZENGA, Trustee of the JOHN C. HUIZENGA TRUST u/a/d July 8, 1988 of 989 Spaulding Avenue SE, Grand Rapids, Michigan 49546 ("Landlord") and VANDERBILT CHARTER ACADEMY, a public school chartered under the laws of the State of Michigan, having an address of 301 West 16th Street, Holland, Michigan 49423 ("Tenant").

Recitals

A. Landlord and Tenant entered into a real estate lease dated June 20, 1997 (the "Lease"), whereby Tenant leased real estate and improvements located at 301 West 16th Street, Holland, Michigan. Improvements include a two-story building, the first floor of which is leased by Tenant (the real estate and improvements are collectively referred to as the "Premises").

B. Landlord, at Tenant's request, has remodeled the second floor of the building located on the Premises and has agreed to lease the second floor to also Tenant, subject to the following terms and conditions.

1. **Premises.** Section 1.1 of the Lease is hereby amended to provide that the description of the Premises is as set forth on Exhibit "A" attached hereto.

2. **Rental.**

3.1 The annual and monthly rental payments within Article 3.1 of the Lease are hereby amended to provide that the annual rent shall be Four Hundred Seventeen Thousand and No/100 Dollars (\$417,000.00) and the monthly rent shall be thirty-four Thousand Seven Hundred Fifty and No/100 Dollars (\$34,750.00) or a proportionate part thereof for any partial year or monthly installment, payable in advance on the 1st day of each month.

Capital Improvements. A new Article 3.6 is added to the Lease to read as follows:

3.6 **Capital Improvements.** In the event Landlord makes capital improvements to the Premise, or acquires additional property for the benefit or use of Tenant, then the rent paid by Tenant shall be promptly adjusted accordingly to compensate Landlord for its additional economic investment.

3. **Survival.** Except as expressly set forth above, all of the remaining terms and conditions of the Lease shall continue in full force and effect.

LANDLORD:

J.C. Huizenga, Trustee of the
John C. Huizenga Trust
u/a/d 8/8/88

By: 
J.C. Huizenga
Its: Trustee

TENANT:

Vanderbilt Charter Academy,
a Michigan public academy

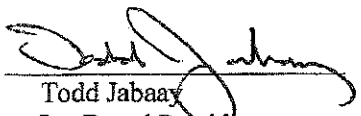
By:  10/10/97
Todd Jabaay
Its: Board President

EXHIBIT A

Lots 3 through 7, inclusive, Block 9, Hope College Addition, as recorded in Liber 1 of Plats, Page 80, City of Holland, Ottawa County, Michigan

Also, Lots 118 through 124, inclusive, Bayview Addition, including the South ½ of vacated alley adjoining subject property on the North, as recorded in Liber 3 of Plats, Page 4, City of Holland, Ottawa County, Michigan.

And improvements located thereon.

Street Address: 301 West 16th Street, Holland, Michigan 49423

LEASE

THIS LEASE entered into the 27th day of June, 1997, to be effective August 1, 1996, by and between J.C. HUIZENGA, Trustee of the John C. Huizenga Trust u/a/d/ July 8, 1988 of 989 Spaulding, S.E., Grand Rapids, Michigan 49456 (Landlord), and VANDERBILT CHARTER ACADEMY, a public school chartered under the laws of the State of Michigan, having an address of 301 West 16th Street, Holland, Michigan 49423 ("Tenant").

ARTICLE 1

Premises.

1.1 The Landlord hereby leases to the Tenant, on the terms and conditions hereinafter set forth, the real estate located in the City of Holland, Ottawa County, Michigan, described on Exhibit "A" attached hereto (hereinafter referred to as the "Premises").

ARTICLE 2

Term.

2.1 The term of this Lease shall commence on August 1, 1996, and shall terminate effective July 31, 2001 unless sooner terminated as hereinafter set forth.

ARTICLE 3

Rental.

3.1 The Tenant hereby hires said Premises for the term above stated and agrees to pay to Landlord annual rental of Two Hundred Eight Two Thousand Thirty Six and No/100 Dollars (\$282,036.00), in equal monthly installments of Twenty Three Thousand Five Hundred Three and No/100 Dollars (\$23,503.00) each, and a proportionate part of said annual rental for any partial year, such installments to be payable in advance on the first day of each month.

3.2 All rental shall be paid to the Landlord at Landlord's address as set forth above, or at such other address as the Landlord may designate in writing.

3.3 This is a net lease and the annual rent and all other sums payable hereunder by Tenant shall be paid without setoff, counterclaim, recoupment, abatement, suspension, or deduction, except as expressly provided for herein.

3.4 This Lease shall not terminate, nor shall Tenant have any right to terminate this Lease during the term hereof (except as otherwise expressly provided herein), nor shall Tenant be entitled to any abatement, deduction, deferment or reduction of rent hereunder (except as otherwise expressly provided herein), nor shall the obligations of Tenant under this Lease be affected by any interference with the Tenant's use of the premises. It is the intention of the parties hereto that the obligations of Tenant hereunder shall be separate and independent covenants and agreements, that the annual rent and all other sums payable by Tenant hereunder shall continue to be payable in all events (or in lieu thereof, Tenant shall pay amounts equal there to), and that the obligations of Tenant hereunder shall continue unaffected, unless the requirement to pay or perform the same shall have been terminated pursuant to an express provision of this Lease.

3.5 **Rental Rate Adjustment.** Effective on the third (3rd) anniversary date of the Lease (August 1, 1999), and annually thereafter, Educational Development Company shall have the sole discretion to increase the annual rental rate by up to the same percentage as there is an increase in the Consumers Price Index Bureau of Labor Statistics published by the United States Department of Labor, Labor Statistics, Washington D.C., Consumer Price Index for all urban consumers, U.S. city average, all items (1982-84=100), by comparing the Consumer Price Index for the month of December, 1995, which shall be the base period, with the price index corresponding to the first month of the current lease year hereunder. In the event that the Consumer Price Index is discontinued or modified, EDC may select a substitute Consumer Price Index which shall be applicable.

ARTICLE 4

Use, Occupancy And Purpose

4.1 Tenant shall use the Premises solely for operating a public school and uses incidental thereto. Tenant shall not use or allow the use of the Premises for any unlawful purpose, nor shall Tenant allow the Premises to be used in violation of any public ordinance, rule or regulation, or in violation of any certificate of occupancy or certificate of compliance covering or affecting the Premises, or any part thereof. Tenant shall not suffer any act to be done or any condition to exist on the Premises or any part thereof which may in law constitute a nuisance, public or private, or which may make void or voidable any insurance with respect thereto.

4.2 Tenant shall not commit any waste, damage, or injury of or to the Premises or the fixtures or any part thereof and shall take all reasonable precautions and actions to prevent others from committing any of the foregoing.

ARTICLE 5

Utilities/Services

5.1 Charges for utilities, including without limitation gas, electricity, light, heat, power, water, sewage and telephone or other communication services, shall be paid by Tenant as they are incurred. The Tenant shall furnish to the Landlord receipts or other satisfactory proof of payment of such utilities within a reasonable time after demand by Landlord.

5.2 Tenant shall have the right to use the utility facilities which are presently existing on the Premises. Landlord shall not be required to furnish any service to the Premises, including but not limited to heat, water and power. The Landlord shall not be liable for any failure of water supply or electric current or any service by any utility, for injury to persons, including death, or damage to property resulting from steam, gas, electricity, water, rain or snow which may flow or leak from any part of the Premises or from any pipes, appliances or plumbing works from the street or subsurface or from any other place, or for interference with light or other easements, however caused, except if due to the affirmative negligence of the Landlord.

5.3 If the existing facilities are required to be modified or replaced for any reason by any utility company or authorized agency, governmental or otherwise, then Tenant shall comply with the same at its own cost and shall save Landlord harmless therefrom.

5.4 Except as otherwise expressly provided in this Lease, Landlord shall have no obligation to provide any services to Tenant with respect to the Premises

ARTICLE 6

Taxes

6.1 The Tenant agrees to pay prior to the penalty date all taxes and special assessments and other similar charges (except income and other taxes assessed against or by reason of Landlord's reversionary interest in or income from the Premises) which shall be levied on or assessed against the Premises during the term, and to save the Landlord harmless from the payment thereof. Taxes for the first and last year of the term or any extension or renewal thereof shall be prorated on the basis of the fiscal period for which such tax is assessed. Notwithstanding the foregoing, Tenant shall be liable for and pay, or reimburse Landlord in full by November 1, 1996, the full amount of real estate taxes billed in July, 1996 and due in August, 1996 (approximately \$4,400). Tenant may in good faith and at its own expense contest the imposition and collection of any tax or assessment, in the Landlord's name, if necessary, and during the period of such contest Tenant shall not be deemed to be in default hereunder for failure to pay such contested amount.

6.2 If at any time after any tax, assessment or similar charge so charged or assessed against said Premises shall become due or payable, Tenant shall neglect or fail to pay the same, Landlord may pay the same at any time thereafter, and the amount of any and all such

payments so made by Landlord shall be and is hereby declared to be so much additional and further rent for Premises due from and payable by Tenant, with the next installment of rent due thereunder.

6.3 At the termination of this Lease by lapse of time or otherwise, all taxes due and payable by Tenant under the provisions of this Article 6 shall be paid by Tenant including any unpaid installments of special assessments levied during the term of this Lease.

6.4 Upon demand of Landlord, Tenant shall pay in addition to each monthly payment of rent to be paid hereunder, a sum equivalent to one-twelfth of the amount estimated by Landlord to be sufficient to enable Landlord to pay at least thirty (30) days before they become due, all such taxes, assessments and other charges. Such additional payments may be commingled with the general funds of Landlord and no interest shall be payable in respect thereof. Upon demand by Landlord, Tenant will deliver and pay over to Landlord such additional sums as are necessary to make up any deficiency in the amount necessary to enable Landlord to fully pay such taxes, assessments and other charges.

6.5 In the event that the City, County, State, or any other political subdivision within which the premises are located shall, prior to or during the term of this Lease, impose upon the Landlord any tax or other governmental charge ("non-real property tax") in lieu of all or any part of the taxes which, prior to such imposition, were assessed or levied against the building and/or the land upon which the building is located ("real property taxes"), such non-real property tax shall, for purposes of this paragraph, be treated as if it were a real property tax.

6.6 Upon demand of Landlord within ninety (90) days after the date any tax, charge, assessment or imposition referred to in this Article 6 is payable by Tenant, Tenant shall provide to Landlord official receipts of the appropriate taxing authority or other proof satisfactory to Landlord of the payment of such tax, charge, assessment, or imposition.

ARTICLE 7

Fire Insurance And Destruction Of Building

7.1 Tenant will maintain policies of fire and extended coverage insurance on all buildings, structures, fixtures and improvements now or hereafter situated on the Premises and all other property leased hereunder in their full replacement cost. Such policies shall have no greater than eighty (80%) percent co-insurance provision and shall contain the standard "agreed amount" clause for evaluating replacement cost. Such policies shall name Tenant, Landlord, other parties designated by Landlord and the first mortgagee as their interests may appear as insureds and such insurance shall be carried by an insurance company or companies approved by Landlord and the first mortgagee. Duplicate original copies of said policies shall be delivered to Landlord and the first mortgagee. Notwithstanding the aforesaid, in no event

shall the manner, forms, companies, sums or length of terms be less than that required by the first mortgagee according to the terms and provisions of said first mortgage.

7.2 Each such policy shall include: (i) a standard mortgage clause in favor of the first mortgagee; (ii) a provision to the effect that the waiver of subrogation rights by the insured does not void the coverage; (iii) a provision that the policy shall not be changed or canceled without at least thirty (30) days' prior written notice to the Landlord and the first mortgagee; and (iv) a provision that any forfeiture of the policy due to an act of the Tenant shall not affect the validity insofar as the Landlord or the first mortgagee are concerned.

7.3 From time to time as required by Landlord or the first mortgagee, Tenant at its expense, shall obtain from an engineer or appraiser, in the regular employ of the insurer, or an appraiser, engineer, architect or contractor designated by Tenant and approved by Landlord and the insurer, such evidence as may be required by such insurer to maintain the agreed amount clause eliminating the possibility of any co-insurance penalty.

7.4 If Tenant shall refuse or fail to so insure and keep insured said buildings, structures and improvements and all other property leased hereunder and to keep such policies in Landlord's and first mortgagee's possession, Landlord may at its election procure and from time to time renew such insurance, and the amounts expended therefore shall be additional rent due from Tenant with the next installment of rent accruing hereunder and may be collected in the same manner as though rent due hereunder.

7.5 Upon demand of Landlord, Tenant shall pay in advance, in addition to each monthly payment of rent to be paid hereunder, a sum equivalent to one-twelfth of the amount estimated by Landlord to be sufficient to enable Landlord to pay at least thirty (30) days before they become due all insurance premiums on all policies of insurance required hereunder. Such additional payments may be commingled with the general funds of Landlord and no interest shall be payable in respect thereof. Upon demand by Landlord, Tenant will deliver and pay over to Landlord such additional sums as are necessary to make any deficiency in the amount necessary to enable Landlord to fully pay such premiums.

7.5 Landlord shall have no liability for damage to or loss of personal property located upon the Premises, unless and to the extent caused by Landlord.

ARTICLE 8

Restoration

8.1 In case of any damage to or destruction of the Premises or any part thereof, or to any other property hereunder, Tenant shall give immediate notice thereof to Landlord and the first mortgagee. Tenant shall, at Tenant's expense, repair, restore, or rebuild the Premises or the part thereof so damaged, as nearly as possible to the value, condition and character the same was in immediately prior to such damage or destruction, (such repair, restoration, rebuilding, together with any temporary repairs and property protecting pending completion of

the work being herein called "restoration") all in accordance with plans and specifications therefor first approved by Landlord, unless Landlord shall have waived its right of approval in writing. Notwithstanding the foregoing, if Landlord determines that the amount of anticipated insurance proceeds available for restoration are insufficient to pay at least 90% of the estimated restoration costs, then the Landlord, at its discretion, may elect to terminate the Lease, in which event Tenant shall only remain liable to Landlord for outstanding claims or arrearages owing at the time the Lease was terminated.

8.2 Rent insurance proceeds, if payable, shall be applied to the payment of, when and as due and payable, the installments of rent and other payments due under this Lease until restoration has been completed or the Lease terminated if Landlord elects to terminate as provided in Section 8.1. The balance, if any, of such proceeds shall be paid to Tenant or as Tenant may direct.

8.3 If by reason of any damage or destruction mentioned in Section 8.1, any sums are to be paid under any insurance policy mentioned in Article 7 hereof, then after receiving the first mortgagee's prior written approval, and provided Landlord has not elected to terminate pursuant to Section 8.1 and there is no default by Tenant hereunder at such time, such sum shall be paid over to the first mortgagee or if none to the Landlord as a Depository, which shall hold the same as a trust fund to be used for the payment of the cost of restoration except as hereinafter provided; if there shall then be a default by Tenant hereunder the first mortgagee may, at its option, apply such sums to the payment of the debt secured by the first mortgage. Upon receipt by the Depository, at its option, of:

8.3.1 A certificate of Tenant dated not more than thirty (30) days prior to the date of such receipt (a) requesting the payment of a specified amount of such money; (b) describing in reasonable detail the work and materials applied to the restoration since the date of the last certificate of Tenant; (c) stating that such specified amount does not exceed the cost of such work and material; (d) stating that such work and materials have not previously been made the basis of any request for or any withdrawal of money, and

8.3.2 A certificate of an independent engineer or independent architect designated by Tenant, who shall be approved by Landlord (which approval shall not be unreasonably withheld) stating (a) that the work and materials described in the accompanying certificate of Tenant were satisfactorily performed and furnished and were necessary, appropriate and desirable to the restoration in accordance with the plans and specifications therefor approved by Landlord, unless Landlord shall have waived its right of approval in writing; (b) that the amount specified in such certificate of Tenant is not in excess of the cost of such work and materials; (c) the additional amount, if any, required to complete the restoration, and

8.3.3 Evidence satisfactory to the first mortgagee, if any, and Landlord, from time to time that the cost of the work and materials required to complete the restoration can be paid from the insurance proceeds held by the Depository, provided that if such cost cannot so be paid, before any disbursement or any further disbursement there shall be deposited with

Depository a sum which together with the insurance proceeds will be sufficient to pay for the cost of restoration, and

8.3.4 Either (a) a written opinion of counsel satisfactory to Landlord and first mortgagee, or (b) the certification of a title company satisfactory to Landlord and first mortgagee, in either case that as of a date not more than two (2) days prior to the date of payment described below there exists no filed or recorded lien, encumbrance or charge prior to or on a parody with the estate, rights and interest of Landlord (except for the first mortgage and permitted exceptions); that the Premises are not subject to any filed or recorded construction or other similar lien, encumbrance or charge, and that the fixtures and equipment are not subject to any title retention agreement, security agreement, lien or other encumbrance except those permitted herein, and

8.3.5 The first mortgagee's prior written consent to make the payments in the manner and sums as provided for herein;

Then, the Depository shall pay either to the Tenant or through a disbursing agent or title company to the contractors performing such restoration, ninety (90%) percent of the amount of such insurance monies specified in such certificate of Tenant, provided that the balance of funds then held by the Depository will be sufficient for the completion of the restoration as determined by the certificate required by Paragraph 8.3.2.

8.4 The ten (10%) percent retainage will not be disbursed until the restoration has been completed as certified by the architect and all appropriate governmental authorities. Any balance of insurance proceeds after the completion of restoration, as evidenced by a certificate of such independent engineer or independent architect shall be paid to Landlord to the extent necessary to cure any existing Lease default, with the balance to Tenant. Concurrently with Tenant's delivery of each of the foregoing certificates and legal opinions, Tenant shall deliver duplicate copies thereof to Landlord if it is not the Depository. Upon written request by it, Landlord shall be notified by the Depository of each such amount so paid to Tenant and the date of each such payment.

8.5 Except as otherwise expressly provided herein, no destruction of or damage to the Premises or any part thereof, whether such damage or destruction be partial or total or otherwise, shall entitle or permit Tenant to surrender or terminate this Lease nor relieve Tenant from its liability to pay in full the rent and other sums and charges payable by Tenant hereunder or from any of its other obligations under this Lease. Tenant waives any rights now or hereafter conferred upon it by statute or otherwise to surrender this Lease or quit or surrender the Premises or any part thereof or to receive any suspension, diminution, abatement or reduction of the rent or other sums and charges payable by Tenant hereunder on account of any such destruction or damage except that to the extent to which the Landlord shall have received and retained a sum as proceeds of any rent insurance pursuant to paragraph 8.2 hereof, Tenant shall be entitled to a credit therefor against its obligations under this Lease to pay the rent and such other sums and charges.

ARTICLE 9

Care of Premises

9.1 The Tenant will keep the Premises and all buildings, structures, and improvements thereon and all other property leased hereunder in good condition and repair, and will yield and deliver up the same at the expiration of the term in as good condition as when taken, reasonable use and wear thereof excepted. Tenant shall also maintain all portions of the Premises and adjoining areas in a clean and orderly condition, free of dirt, rubbish, snow, ice and unlawful obstructions. The Tenant may make any repairs, alterations or improvements to the Premises that it may deem necessary, appropriate, or desirable, provided that it shall not make any structural changes without consent of Landlord and the first mortgagee. All such repairs, alterations or improvements shall be completed and maintained in good workmanlike condition, free and clear of all liens and encumbrances arising out of such work.

9.2 Landlord shall have the right, upon thirty (30) days prior written notice to Tenant (or without any notice whatsoever in case of emergency), to enter upon the Premises for the purpose of making any repairs thereto and performing any work thereon which may be necessary by reason of Tenant's failure to make any such repairs or perform any such maintenance work as provided herein. Except in case of emergency, the privilege and right of entry shall be exercised at reasonable times and at reasonable hours. Tenant shall pay the cost of any such repairs and maintenance work to Landlord, upon demand therefor and upon submission of satisfactory evidence of Landlord's payment of such costs which sums shall be deemed additional rent hereunder.

ARTICLE 10

Liability

10.1 Tenant agrees to save Landlord and the first mortgagee harmless from any and all liabilities, losses, damages, penalties, costs and expenses arising from any injury or death to any person or damage to any property in, on, or about the Premises from any cause whatsoever. Tenant agrees to procure at its own expense public liability and property damage, single limit liability insurance for the benefit of the Landlord, Tenant and the first mortgagee as their interests may appear, in amount not less than One Million (\$1,000,000) Dollars to keep such insurance in force during the term hereof, and to deliver certificates of such coverage to the Landlord; in default of which the Landlord may obtain such insurance and charge the cost thereof to the Tenant as additional rent which shall be payable with the next month's installment of rent hereunder. Tenant agrees to furnish to Landlord upon request certificates of insurance evidencing such insurance.

10.2 Each party hereto, for itself and its respective successors and assigns (including any person, firm or corporation which may become subrogated to any of its rights), waives any and all rights and claims for recovery against the other party, and its officers, employees, agents, and assigns, or any of them, on account of any loss or damage to any of its property insured under any valid and collectible insurance policy or policies, to the extent of any recovery

collectible under such insurance. Notwithstanding the foregoing, this waiver shall not be applicable if it has the effect of invalidating any insurance coverage of Landlord or Tenant.

ARTICLE 11

Compliance With Statutes

11.1 Tenant agrees that it will comply with all statutes, police, sanitary, building, and fire rules, regulations, and instructions, and municipal ordinances, relating to or affecting the use of the Premises; and agrees to reimburse Landlord for any damages or penalties suffered because of Tenant's noncompliance with any such rules, regulations, instructions, ordinances, or statutes.

11.2 Tenant agrees that it will comply with and keep the Premises in compliance with the Fair Housing Amendments Act of 1988, the Americans with Disabilities Act of 1990, and any other Federal, State or local statute, law, ordinance, code, rule, regulation, order or decree regulating, relating to, or imposing liability or standards of conduct relating to barrier-free access or access of the handicapped or disabled to the Premises (collectively, "Access Laws"). The Tenant hereby indemnifies the Landlord and agrees to hold the Landlord harmless from and against all losses, liabilities, damages, injuries, costs, expenses and claims of any and every kind whatsoever paid, incurred or suffered by, or asserted against, the Landlord for violations or alleged violations of the Access Laws relating the Premises.

ARTICLE 12

Assignment And Sub-Letting

12.1 Tenant shall not assign, transfer or sub-let the Premises or any part thereof or any interest hereunder without first obtaining the written consent of the Landlord.

ARTICLE 13

Default

13.1 Tenant shall be in default upon occurrence of any of the following events:

A. Default by Tenant in the payment of any rent or other charge provided for herein on the day it becomes due and payable.

B. Default by Tenant or suffered by Tenant of any of the other covenants or conditions of this Lease required to be kept or performed by Tenant (other than payment of rent or other charges required by the terms of the Lease).

C. Tenant's becoming insolvent, as that term is defined by any federal or state law or regulation (the "Insolvency Laws"); the appointment of a receiver or custodian for all or a substantial portion of Tenant's property or assets; the institution of a foreclosure action

upon all or a substantial portion of Tenant's real or personal property; the filing of a voluntary petition under the provisions of the Bankruptcy Code or Insolvency Laws; the filing of an involuntary petition against Tenant as the subject debtor under the Bankruptcy Code or Insolvency Laws, which is either not dismissed within sixty (60) days of filing, or results in the issuance of an order for relief against the debtor, whichever is later; or Tenant's making or consenting to an assignment for the benefit of creditors or a common law composition of creditors, or if the Tenant's leasehold interest herein shall be levied on execution (collectively an "Event of Bankruptcy").

D. Termination of Tenant's Management Contract with Education Development Corporation (the "Management Contract"), or default made or suffered by Tenant in any of the covenants, terms or conditions of the Management Contract required to be kept or performed by Tenant.

E. Expiration or discontinuance for any reason of the Charter Contract between Tenant and Grand Valley State University (the "Charter"), other than an expiration or discontinuance which results in a new Charter effective as of termination of the existing Charter and with terms which would not, in Landlord's opinion, substantially alter Tenant's ability to comply with the terms of the Lease or Management Contract.

13.2 In the event of default, Landlord may in addition to any other remedy, re-enter into and repossess the Premises and all other property leased hereunder and remove the Tenant and every other occupant, and may relet the Premises or any part thereof for any term, either shorter, longer, or the same, at a higher, lower, or the same rental, making such alterations as may be necessary, without working a termination of this lease, provided, however, that Landlord at its option may in any of such events, terminate this lease effective on the date specified in written notice from Landlord to Tenant.

13.3 If the Landlord shall, on any such default by the Tenant, obtain possession of the Premises by re-entry, summary proceedings, or otherwise, the Tenant shall pay to Landlord all expenses incurred in obtaining possession of the Premises, all expenses and commissions which may be paid in and about the letting of the same, and all other damages resulting from Tenant's default.

13.4 No termination of this Lease pursuant to this section or repossession of the Premises or any part thereof or of any other property leased hereunder shall relieve Tenant of its liabilities and obligations under this Lease, all of which shall survive any such termination or repossession and, if the Premises or any part thereof shall not have been relet, Tenant shall pay to Landlord as and for liquidated and agreed current damages the then present value of the rent and other sums and charges to be paid by Tenant until what would have been the end of the term in the absence of such termination or repossession. If the Premises shall have been relet, Tenant shall pay the Landlord, as and for liquidated and agreed current damages for Tenant's default, the present value of the equivalent of the amount of the rent and such other sums and other charges as would be payable under this Lease by Tenant if this Lease were still in effect, less the present value of the net proceeds, if any, of the reletting effected pursuant to the provisions hereof, after

deducting all of Landlord's expenses in connection with such reletting, including, without limitation, all repossession costs, brokerage and management commissions, operating expenses, legal expenses, reasonable attorneys' fees, alteration costs and expenses of preparation of such reletting. Exercise of any remedy hereunder by Landlord shall not exclude the right to exercise any other remedy hereunder.

ARTICLE 14

Waiver of Breach

14.1 No waiver by either party hereto of any breach of any of the terms of this Lease shall be deemed to be a waiver of any other or subsequent breach.

ARTICLE 15

Surrender

15.1 Upon the termination of this Lease, Tenant shall quit and surrender all property leased hereunder and the Premises, broom clean, to Landlord without delay and in good order, condition and repair, ordinary wear and tear excepted, free and clear of all lettings and occupancies, (except those previously approved by Landlord), and free and clear of all liens and encumbrances, except that part of the Premises which have been taken through eminent domain, if any, after the delivery hereof, without any payment therefor by Landlord. Any personal property owned by Tenant or other occupant of the property (except that of subtenants previously approved by Landlord), which shall remain on the Premises after the termination of this Lease, and the removal of Tenant or such other occupant from the Premises, may at the option of Landlord, be deemed to have been abandoned and may be disposed of without accountability, as Landlord may see fit, without prejudice to the rights of any such other occupant as against the Tenant.

ARTICLE 16

Eminent Domain

16.1 If all or any part of the Premises shall be taken by any governmental authority under power of eminent domain, or by private purchase in lieu thereof, all damages awarded for such taking shall belong to and be the property of the Landlord, whether such damages shall be awarded as compensation for the taking of or diminution in value to the leasehold or the fee of the Premises and Tenant hereby irrevocably assigns to Landlord any award or payment to which Tenant may become entitled as a result thereof, provided, however, that the Tenant shall be entitled to receive from such governmental authority compensation for its fixtures and personal property so taken.

16.2 In the event that only a part of the Premises are so taken, and the part not so taken cannot be completed as an architectural unit for the use described in paragraph 4.1 hereof, Tenant

shall have the option to terminate this lease by serving written notice of termination on the Landlord within sixty (60) days after the taking.

16.3 If only a part of the Premises shall be so taken such that the part not so taken can be completed as an architectural unit for the use described in paragraph 4.1 hereof, the Tenant shall, as promptly as practicable, make a complete architectural unit of the remainder of the building on the Premises; and there shall be an abatement of the monthly rent hereinabove provided for in an amount equal to the percentage of the building so taken.

ARTICLE 17

Notices

17.1 All notices and communications required under this lease shall be served personally or by registered or certified mail on the Landlord and on Tenant at the address indicated on page 1 hereof, or at such other address as may be designated in writing to the other party hereto by notice in accordance with this paragraph.

ARTICLE 18

Curing Of Tenant's Defaults

18.1 If Tenant shall at any time fail to make any payment or perform any act on its part to be made or performed hereunder, then Landlord without notice to Tenant, except when other notice is expressly provided for in this Lease and without waiving or releasing Tenant from the obligations of Tenant contained in this Lease, may (but shall be under no obligation to) make such payment or perform such act, and may enter upon the Premises for any such purpose, and take all such actions thereon as may be necessary therefor.

18.2 All sums to be paid by Landlord and all costs and expenses incurred by Landlord in connection with the performance of any such act, together with any consequential damages Landlord may suffer by reason of the failure of Tenant to make such payment or perform such act, and counsel fees incurred by Landlord in connection therewith or in enforcing its rights hereunder, shall be paid by Tenant to Landlord on demand as additional rent hereunder.

18.3 Tenant agrees to hold Landlord harmless from any inconvenience or interference with Tenant's operation of its business as a result of Landlord having to cure a default of Tenant hereunder.

ARTICLE 19

Construction Liens

19.1 Tenant will not create nor permit to be created, or to remain and will promptly discharge, at its sole cost and expense, any lien, encumbrance or charge upon the Premises or any part thereof, or upon Tenant's leasehold interest therein, except such as are created by Landlord or the first mortgagee.

ARTICLE 20

Environmental Matters

20.1 Tenant shall not use or store any Hazardous Materials (as defined in Paragraph 20.3) on the Premises, except in compliance with all applicable federal, state and local laws and ordinances.

20.2 To the extent directly related to the conduct of Tenant, Tenant's use of the Premises, or the operation of its business thereon, Tenant shall defend, indemnify and hold harmless Landlord, its employees, agents, officers and directors, from and against any claims, demands, penalties, fines, liabilities, settlements, damages, costs or expenses of whatever kind or nature, known or unknown, contingent or otherwise, arising out of, or in any way related to, (1) the presence, disposal or release of any Hazardous Materials on, over, under, from or affecting the Premises or the soil, water, vegetation, buildings, personal property, persons or animals on the Premises; (2) any personal injury (including wrongful death) or property damage (real or personal) arising out of or related to such Hazardous Materials existing on the Premises; (3) any lawsuit brought or threatened, settlement reached or government order relating to such Hazardous Materials existing on the Premises; and/or (4) any violation of laws, orders, regulations, requirements or demands of government authorities which are based upon or in any way related to such Hazardous Materials existing on the Premises including, without limitation, reasonable attorney's and consultant's fees, investigation and laboratory fees, court costs and litigation expenses. For purposes of this Lease, "Hazardous Materials" includes, without limitation, any flammable explosives, radioactive materials, hazardous materials, hazardous wastes, hazardous or toxic substances or related materials defined in the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended (42 U.S.C. Section 9601, et seq.), the Hazardous Materials Transportation Act, as amended (49 U.S.C. Section 1801, et seq.), the Resource Conservation and Recovery Act, as amended (42 U.S.C. Section 6901, et seq.), the Leaking Underground Storage Tank Act (MCLA Section 299.831 et seq.); and in the regulations adopted and publications promulgated pursuant to those Acts, or any other federal, state or local governmental law, ordinance, rule, or regulation.

20.3 Tenant shall promptly notify Landlord as soon as it knows of or suspects that any Hazardous Material has been released or that there is a threatened release on the Premises and it shall take such action at its sole expense and with due diligence, as is necessary to insure timely compliance with all legislative requirements. Landlord shall promptly notify Tenant as soon as

its knows or suspects any Hazardous Material has been released or that there is a threatened release on or in the Building and Landlord shall take such action at its sole expense and with due diligence, as is necessary to ensure timely compliance with all legislative requirements.

20.4 The provisions of this Article 20 shall be in addition to any and all obligations and liabilities of Tenant and Landlord may have to each other at common law, and shall survive the expiration and termination of the Lease for any reason.

ARTICLE 21

Late Charges

21.1 In the event of any failure by Tenant to pay the minimum rent or any additional rent or charge payable upon the date due hereunder, Tenant shall also pay to Landlord, on demand, a late charge of five percent (5%) of such payment.

ARTICLE 22

First Mortgage And First Mortgagee

22.1 The term "first mortgage" as used herein shall mean any first mortgage hereafter becoming a first and paramount lien on the Premises, subject to easements, and restrictions of record, and all assignments, modifications, extensions and renewals thereof.

22.2 The term "first mortgagee" or "holder of the first mortgage" shall mean the holder at the particular time of the first mortgage as defined herein.

ARTICLE 23

Subordination; Estoppel Certificates

23.1 Tenant agrees that Landlord may choose to make this Lease subordinate or paramount to any mortgages, trust deeds and ground or underlying leases now or hereafter affecting the Premises and to any and all advances to be made thereunder or to be secured thereby, and to the interest and charges thereon, and all renewals, replacements and extensions thereof, provided the mortgagee, Landlord or trustee named in any such mortgages, trust deeds or leases agrees to recognize the lease of Tenant in the event of foreclosure if Tenant is not in default. Tenant will execute promptly any instrument or certificate that Landlord may request to confirm such subordination, and hereby irrevocably appoints Landlord as Tenant's attorney-in-fact to execute such instrument or certificate on its behalf.

23.2 Tenant, within ten (10) days after request (at any time or times) by Landlord, will execute and deliver to Landlord an estoppel certificate proposed by Landlord identifying the Commencement Date and expiration date of this Lease and state that this Lease is unmodified and in full force and effect, or is in full force and effect as modified, stating the modifications, and stating that Tenant does not claim that Landlord is in default in any way, or listing any such claimed defaults. The certificate also will confirm the amount of monthly installments of net rent payable hereunder and additional rent, if any, as of the date of the certificate, the date to which the rent has been paid in advance, and the amount of any security deposit or pre-paid rent. If Tenant fails to deliver the executed certificate to Landlord within the ten (10) day period, the occurrence of the proposed certificate will be deemed conclusively confirmed.

ARTICLE 24

Quiet Enjoyment

24.1 Landlord agrees that at all times when Tenant is not in default under the provisions and during the continuation of this Lease, Tenant's quiet and peaceable enjoyment of the Premises will not be disturbed or interfered with by Landlord or any person claiming by, through or under Landlord.

ARTICLE 25

Holding Over

25.1 If Tenant remains in possession of the Premises after the expiration of this Lease, Tenant will be deemed to be occupying the Premises as a Tenant at will, subject to all the provisions of this Lease to the extent that they can be applicable to a tenancy at will, except that the minimum net rent for each month or fraction thereof that Tenant remains in possession will be double the regular monthly installments of minimum net rent otherwise payable hereunder.

ARTICLE 26

Remedies Not Exclusive; Waiver

26.1 Each and every of the rights, remedies and benefits provided by this Lease are cumulative, and are not exclusive of any other of said rights, remedies and benefits, or of any other rights, remedies and benefits allowed by law.

26.2 One or more waivers of any covenant or condition by Landlord will not be construed as a waiver of a further or subsequent breach of the same covenant or condition, and the consent or approval by Landlord to or of any act by Tenant requiring Landlord's consent or approval will not be deemed to waive or render unnecessary Landlord's consent to or approval of any subsequent similar act by Tenant.

ARTICLE 27

Right To Show Premises

27.1 For a period commencing sixty (60) days prior to the termination of this Lease, Landlord may show the Premises and may display about the Premises signs advertising the availability of the Premises prior to termination of the Lease.

ARTICLE 28

Definition Of Landlord; Landlord's Liability

28.1 The term "Landlord" as used in this Lease, so far as covenants, agreements, stipulations or obligations on the part of the Landlord are concerned, is limited to mean and include only the owner or owners of fee title to the Premises at the time in question, and in the event of any transfer or transfers of the title to such fee the Landlord herein named (and, in case of any subsequent transfers or conveyances, the then grantor) will automatically be relieved from and after the date of such transfer or conveyance of all personal liability for the performance of any covenants or obligations on the part of the Landlord contained in this Lease thereafter to be performed.

28.2 If Landlord fails to perform any provision of this Lease upon Landlord's part to be performed, and if as a consequence of such default Tenant recovers a money judgment against Landlord, such judgment may be satisfied only out of the proceeds of sale received upon execution of such judgment and levied thereon against the right, title and interest of Landlord in the Premises and out of rents or other income from such property receivable by Landlord, and Landlord shall not be personally liable for any deficiency.

ARTICLE 29

Brokers

29.1 Landlord and Tenant each represent and warrant to the other that neither of them has contacted a broker, finder or similar person in connection with this Lease, and each party shall defend, indemnify and hold the other harmless from and against all liability, cost and expense, including reasonable attorneys' fees, incurred as a consequence of any claim asserted by a person alleging to have dealt with one of the parties hereto in connection with this lease.

ARTICLE 30

General

30.1 References in this Lease to persons, entities and items have been generalized for ease of reading. Therefore, references to a single person, entity or item will also mean more than one person, entity or thing whenever such usage is appropriate (for example, "Tenant" may include, if appropriate, a group of persons acting as a single entity, or as Tenants-in-common). Similarly, pronouns of any gender should be considered interchangeable with pronouns of other genders.

30.2 All agreements and obligations of Tenant under this Lease are joint and several in nature. Any waiver or waivers by Landlord of any of the provisions of this Lease will not constitute a waiver of any later breach of that provision, and any consent or approval given by Landlord with respect to any act, neglect or default by Tenant will not waive or make unnecessary Landlord's consent or approval with respect to any later similar act, neglect or default by Tenant.

30.3 Topical headings appearing in this Lease are for convenience only. They do not define, limit or construe the contents of any paragraphs or clauses.

30.4 This Lease can be modified or amended only by a written agreement signed by Landlord and Tenant.

30.5 All provisions of this Lease are and will be binding on the heirs, executors, administrators, personal representatives, successors and assigns of Landlord and Tenant.

30.6 The laws of the State of Michigan will control in the construction and enforcement of this Lease.

30.7 Time is of the essence in all respects under this Lease.

IN WITNESS WHEREOF, the parties hereto have executed this Lease as of the day and year first above written.

LANDLORD:


J.C. HUIZENGA, Trustee of the
John C. Huizenga Trust u/a/d
July 8, 1988



J.C. Huizenga, Trustee

TENANT:

Vanderbilt Charter Academy

By  6/27/97

Its: Board President

06/16/97 2:52 PM

EXHIBIT A

Lots 3 through 7, inclusive, Block 9, Hope College Addition, as recorded in Liber 1 of Plats, Page 80, City of Holland, Ottawa County, Michigan.

Also, Lots 118 through 124, inclusive, Bayview Addition, including the South ½ of vacated alley adjoining subject property on the North, as recorded in Liber 3 of Plats, Page 4, City of Holland, Ottawa County, Michigan.

And improvements limited to the first floor of building located thereon.

Street Address: 301 West 16th Street, Holland, Michigan 49423